

VOLUME XI

NUMBER 9

The A.T.A. Magazine



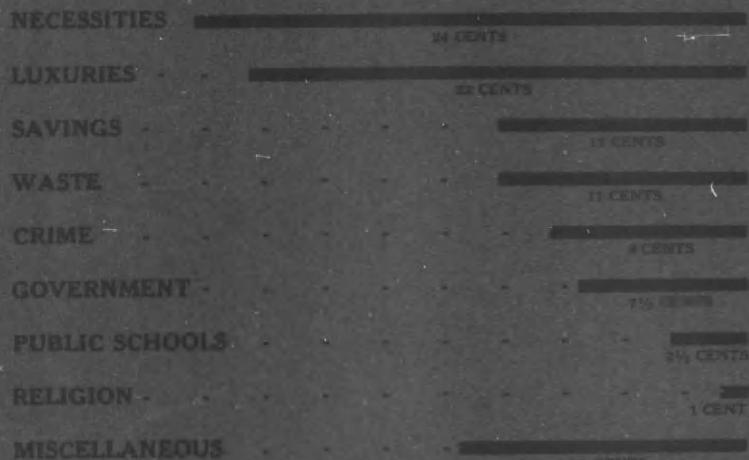
OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi

The Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE
ALBERTA SCHOOL TRUSTEES' ASSOCIATION

MAY, 1931

How the Dollar Is Spent



The American Teacher.

MAPS

Is your school properly equipped with up-to-date Maps and Globes?
A little money might be wisely expended on new equipment.

MAP OF ALBERTA , 42 by 74 inches, plain roller	\$ 8.25
Spring roller and portable board	10.50
CANADA AND NEWFOUNDLAND , 84 by 60 inches, plain roller	9.00
Spring roller and board	14.50
Other Maps, plain roller, \$1.00. Spring roller and board	10.00
GLOBES , 12-inch, \$11.75, \$14.50, and \$15.25	

All prices include delivery

FIRST AID KITS

These are a desirable protection in every school. Very complete outfit in metal cabinet. Postpaid

\$5.00

BASEBALLS, BATS, FOOTBALLS, BASKETBALLS

Everything for Outdoor Sports

We are agents for Frost Playground Equipment, and Kaustine Chemical Closets.
Information on request.

F. E. OSBORNE

Alberta's Largest School Supply House

Calgary, Alta.

IN THE

Royal Society of Arts

(London, England)

AND EXAMINATIONS AT

120 Words a Minute

ONE-HALF

of the certificates awarded

-Over 200 out of the 405-

AND

THREE-FOURTHS

of the medals awarded

-9 out of 12-

won gained by users of

GREGG SHORTHAND

These results again demonstrate the greater percentage of passes and the outstanding excellence of individual performances achieved in public examinations by users of **GREGG**—the modern, easy, SHORTHAND.

The Gregg Publishing Company
57 ELGIN STREET, WEST TORONTO, ONT.

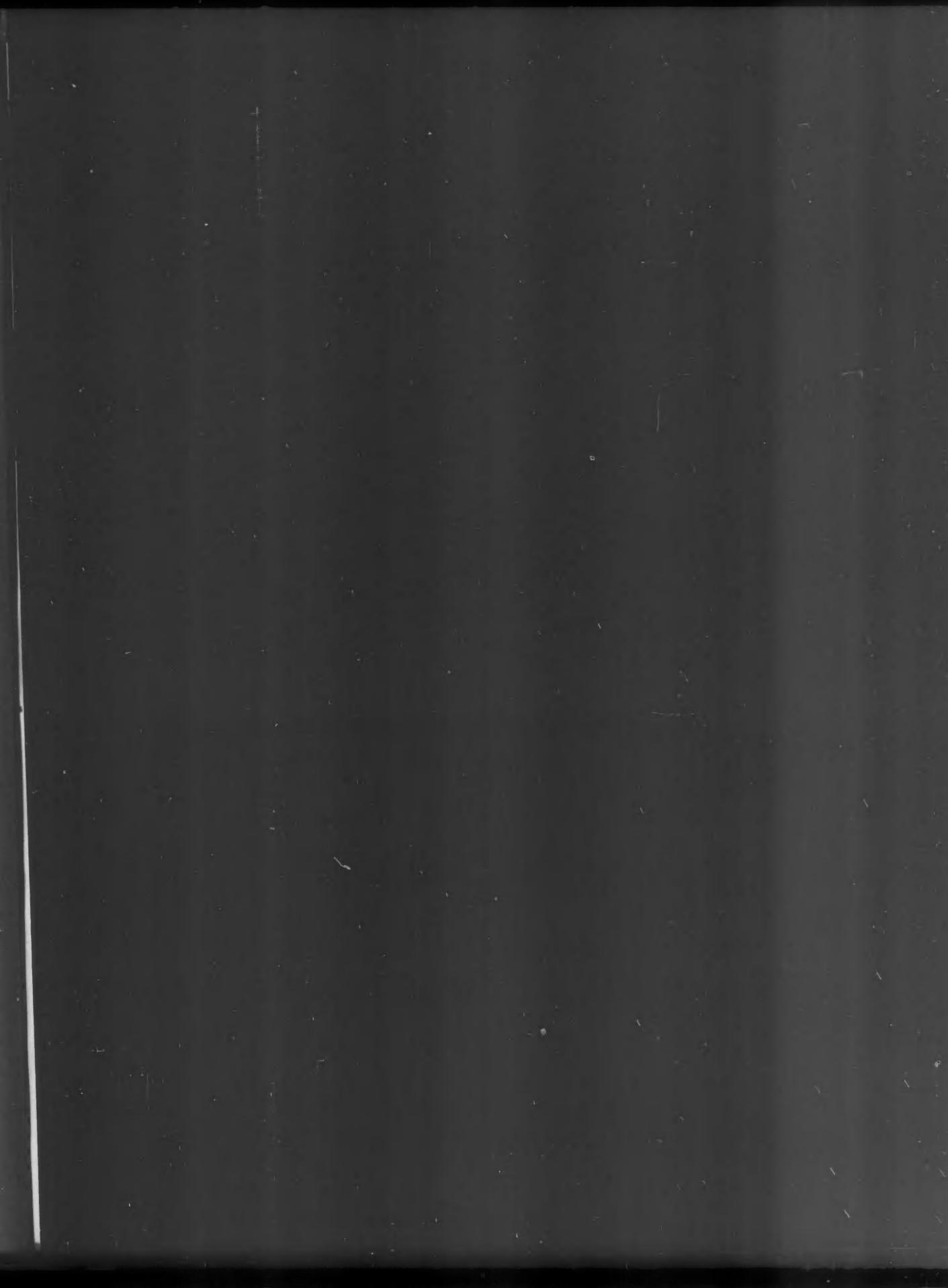


Dependable Dollars

FOR people in all walks of life, the most dependable investment is money in a Savings Account. It is always safe—always available—never affected by falling markets. The security and convenience of a savings account comprise a dual feature seldom found in any other type of investment.

**The Royal Bank
of Canada**

"Your name in the A.T.A."







The A.T.A. Magazine



Magistri Neque Servi

Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XI

EDMONTON, MAY, 1931

No. 9

FOURTEENTH ANNUAL GENERAL MEETING EDMONTON, EASTER, 1931

THE Annual General Meeting of the *Alberta Teachers' Alliance, Inc.*, held in McDougall Church, Edmonton, during Easter week, was one of unusual interest. One was pleased to note a continued increase in the number of delegates and in the attendance of teachers generally at the various sessions of the organization. There are evidences that there is a growing apprehension among the teaching body of the value of the Alliance. Reports on the activities of the year were eminently satisfactory. The membership, for the first time in the history of the organization, exceeded three thousand. The Normal Schools at Calgary and Edmonton had responded well to the appeal to become members of the Alliance; the response from Camrose was still disappointing. Of the cities, Wetaskiwin was the only one that did not have a local; it, however, did have some enthusiastic members. The financial statement showed a balance of nearly \$600 on the year's working. There was a deficit, however, in the working of *The A.T.A. Magazine*. Considerable dissatisfaction was expressed at the meetings on Monday evening at the elimination of Clause Six from the teachers' contract. This matter was given such publicity by the press that the Minister deemed it necessary to come down to the convention and make a statement. Although he claimed that the teachers were given greater security under the new regulations than they ever had before, the delegates were unconvinced, and a resolution was adopted calling for the restoration of the eliminated clause. While the Board of Reference was under consideration Mr. Ainlay, a Past President of the Alberta Teachers' Alliance, paid a grateful tribute to the memory of the late Judge Taylor and his services to that board. The report of the General Solicitor to the Alliance, Mr. G. H. Van Allen, showed that all cases except one had been won. It was this very success, declared one delegate, that motivated the deletion of Clause Six. Fraternal greetings were brought to the Alliance from the Canadian Teachers' Federation by Mr. J. M. Thomas, of Melville, Saskatchewan, whose speech, in urging professional organization, was characterized by the President of the A.E.A., as the finest plea for solidarity she had ever heard. Mr. C. P. Seeley, M.A., Saskatoon, performed a similar duty for The Saskatchewan Teachers' Alliance, and his thrilling speech at the banquet will be long remembered by those who had the priv-

ilege of hearing it. Mr. S. A. G. Barnes presented greetings from the Alberta School Trustees' Association. His obvious sincerity in urging closer co-operation between teachers and trustees was much appreciated. He also urged teachers to induce their trustees to subscribe for *The A.T.A. Magazine*. Mr. Elmer E. Roper eloquently stressed the affinity of interest between the teachers' organization and the Alberta Federation of Labor. Mr. R. W. Ellis, of the Civil Service Association, conveyed similar greetings and placed at the disposal of teachers the group-insurance experience of his organization. Mrs. Hepburn, representing the U.F.A. and its sister association, stressed the need for a spirit of co-operation and assured the teachers that the farmers were ever behind them whenever the welfare of the children of Alberta was concerned. Mr. C. O. Hicks paid a warm tribute to the work of the retiring President, Mr. R. D. Webb. His "calm judgment" had done much to steer the Alliance through a strenuous year. A pleasing feature of the convention was the spontaneous tribute paid by many speakers to the person and work of the General Secretary. His promotion to the presidency of the Canadian Teachers' Federation was a fitting tribute to his worth. It was an appropriate gesture, for his six years of service on the committee dealing with teachers' pensions, that the Alliance decided to avail itself of the further services on that committee of Mr. M. W. Brock, of Calgary. One of the most important items of business was the discussion on a "Declaration of Principles" to govern Teacher and Professional Organization, which is given on page 12 of this issue.

There was the usual agenda of resolutions, which will appear in the next issue. The reports of the President and General Secretary in this issue, and further reports of committees will appear as space permits.

The new Executive, for whom we would plead sympathetic co-operation, are as follows: *President*, Mr. C. O. Hicks, Edmonton; *Vice-President*, Mr. D. L. Shortliffe, Edmonton; *Past President*, Mr. R. D. Webb, Calgary; *Geographic Representatives*, Mr. A. H. Clegg (Northern Alberta), Mr. J. E. Appleby (Central Alberta), Mr. George Watson (S.W. Alberta), Mr. A. J. Heywood (S.E. Alberta), Mr. G. A. Clayton (Edmonton), Mr. H. G. Beacom (Calgary).

J. STEELE SMITH, Convener of Press Committee.

Teachers, Please Note.—Has your School Board yet been approached with a view to subscribing to *The A.T.A. Magazine*, which is now the official organ of the Alberta School Trustees' Association as well as the Alberta Teachers' Alliance? The subscription rate to school trustees is the same as to teachers, \$1.00 per year. Through *The A.T.A. Magazine* the trustees may keep in touch with all matters pertaining to the administration and management of the school, and upon all educational questions, upon which they will learn both the views of other trustees and the teachers. We suggest that teachers could do a real service to *The A.T.A. Magazine* by inducing their school boards to subscribe.

PRESIDENT'S REPORT

The Alberta Teachers' Alliance in common with other similar bodies has had to face new and unprecedented problems during the year 1930-31. Economic conditions without parallel in the past history of this province have prevailed throughout this year, and it is difficult as yet to discern any definite prospects of improvement. But as the storm drives the herds to shelter, so the difficulties and uncertainties of the present time have caused the Alberta teacher to consider the value of co-operative effort and the protection afforded by mutual alliance. The result has been that our membership has reached the highest point in our history.

Your Provincial Executive have endeavored to discharge faithfully the trust placed in them by the membership and to conduct your affairs wisely and courageously. It will be impossible within the scope of this report to include an account of all our activities, but a few of the outstanding developments will be stressed.

ANNUAL GENERAL MEETING OF THE CANADIAN TEACHERS' FEDERATION

It fell to the lot of Alberta to be the host for the annual meeting of the Canadian Teachers' Federation. Delegates were present from every province in Canada, and meetings were held at Calgary, Edmonton and Jasper Park. An opportunity was thus afforded for the delegates to see every part of the province and to carry back with them a picture of our diversified industries and surface features. During the course of the Convention the delegates were entertained by the City of Calgary, the Calgary School Board, the Probus Club of Calgary, the City of Edmonton, the Edmonton Chamber of Commerce, the Edmonton School Board, the University of Alberta, the Government of the Province of Alberta, and by the Native Sons of Canada. The social functions especially enabled the delegates to become more intimately acquainted, and to learn at first hand of conditions and problems in all parts of Canada. It also made it possible for those from other parts of Canada to meet the leaders in the municipal, governmental, and educational life in our own province. Our Minister of Education, Hon. Perren Baker, proved himself a genial host, and extended every courtesy to the officers of the Federation and the delegates.

The actual business of the Federation was well organized and conducted with despatch and thoroughness. Reports were submitted by all the Provincial Organizations and from the discussion of these reports many valuable suggestions were received as to Alliance methods, and first-hand information regarding educational progress. Provinces which had peculiar problems, such as Prince Edward Island, were given counsel, and were assured of the wholehearted support of the entire Federation.

The key note of the Federation was the emphasis that was placed on the need of educational research. It was felt that the C.T.F. provided the machinery for the conducting of Dominion-wide surveys on all phases of educational activity. Considerable work has already been done but the field has only been touched and each province agreed to undertake some field of research for the present year. A mention of a few of the projects undertaken will indicate the scope and possibilities of such effort. Manitoba has

undertaken and will continue a study of salaries and salary schedules. The Protestant teachers of Quebec are conducting a study of the teaching of English, and it is their intention to broaden their enquiry to include all the subjects on the curriculum. British Columbia has undertaken a study of Text Books and Curricula; Saskatchewan is studying Teachers' Pensions, while Alberta has conducted and is continuing the study of the subject of Examinations.

EXECUTIVE MEETINGS

Your Executive held four meetings throughout the year as follows:

- (1) The usual meeting following the Easter Convention. This was held in Calgary on April 25 and 26, 1930.
- (2) The midsummer meeting held in Edmonton in July.
- (3) The Christmas meeting held in Calgary on December 26 and 27.
- (4) A meeting in Edmonton preceding the Annual General Meeting, 1931.

In addition to these regular meetings a special meeting of part of the Executive was held in Calgary in November, to consider developments in the work of the Curriculum Committee, and a meeting of part of the Executive was held early in December in Edmonton prior to meeting the Premier and the Minister of Education.

Five members of your Executive resided in Edmonton, and at the request of the President these members met on three occasions to discuss important matters and forward their views to the other members of the Executive.

Nothing would be gained by giving a detailed account of these meetings. It should be stated, however, that at each meeting full and thoughtful consideration was given to the problems facing our organization and that in all cases unanimous decisions were reached. The Minutes of these meetings are on record and any member is welcome to read them at any time.

A departure from regular procedure took place at the meeting in Calgary during Christmas week. One of the evening sessions took the form of a banquet to which all teachers were invited. Naturally most of those present were from Calgary, but visitors were noted from Acme, Innisfail, Claresholm and many other points. The purpose of the meeting was to acquaint the membership generally with the work of the Executive. Addresses were given by Messrs. Hicks, Gibbs, Brock, Heywood, Powell, and Barnett on different phases of Alliance activity. The banquet hall was full and it was generally felt that the meeting was a success.

LAW CASES

There has been the usual number of law cases in which disputes regarding salary have been settled and the rights of teachers in the case of illegal dismissal have been maintained. Before any action was taken each case was thoroughly discussed and wherever there was the suspicion of unprofessional conduct or sharp practice on the part of the teacher no support was given by the Alliance. On the other hand, where a teacher has a good claim and is the victim of a Board which is unwilling to live up to its legal obligations the Alliance is prepared to fight the case even if it involves taking it to the highest court in the land. Many cases are settled

without recourse to legal action by the efforts of our General Secretary-Treasurer, who has had long experience in this work.

When the number of school districts in the province is considered, the number of school boards against whom legal action is taken is only a small percentage of the total number. This speaks well for the good feeling and sense of justice on the part of both school boards and teachers in Alberta.

The most important legal case decided during the past year was the case "Richards vs. Board of Trustees of the Athabasca School Board," in which the Supreme Court of Canada reversed the decision of the Supreme Court of Alberta and gave judgment in favor of Richards.

The case was tried originally before Mr. Justice Ives and the facts are as follows: Richards was in the employ of the Athabasca School Board and left for his summer vacation early in July. Before leaving he was assured by the Board that his position would be available on his return in September. Upon his return to Athabasca at the end of August, 1928, he was astonished to find that another teacher had been engaged in his place. In the meantime he had received no notice of termination of agreement whatever, nor any announcement of any procedure tending to that result. He was confronted with the information that he would not be permitted to teach.

It appears that during the summer the Board had decided to dispense with the services of Mr. Richards and had sent a notice of termination of agreement to Edmonton. Mr. Richards, however, was not in Edmonton, and never received the notice. Action was taken in behalf of Mr. Richards in the Supreme Court to recover damages and to the consternation of the teaching profession throughout the Dominion the case was dismissed. The effect of this decision simply meant that teachers were denied the common law right of notice in case of termination of contract, or damages in lieu of notice. The case was decided on a technical point in *The School Act* which provides that "Any teacher who has been suspended or dismissed by the Board may appeal to the Minister, who may take evidence and confirm or reverse the decision of the Board, and in the case of reversal he may order the reinstatement of such teacher."

It was held that a teacher who did not appeal to the Minister was precluded the right to maintain an action for damages in case of dismissal.

The Supreme Court of Alberta Appellate Division upheld the decision of Mr. Justice Ives and the principle involved was considered to be so fundamental that the Alberta Teachers' Alliance decided to appeal to the Supreme Court of Canada. The favourable decision of the Supreme Court of Canada means simply that a teacher now has the common law right of anyone else in receipt of a salary, of being able to demand a proper notice of termination of agreement or being able in lieu of notice to sustain an action for damages for breach of contract.

UNEMPLOYMENT AMONG TEACHERS

Early in the School Year it was apparent that there was a serious over-supply of teachers and that not only were many of last year's Normal School graduates unable to secure employment, but also many teachers of long experience were left without schools. To secure accurate information on the subject the Alliance inserted advertisements in the leading dailies asking that unemployed teachers

register with our office. As a result of the replies received 400 teachers registered, and the total number of unemployed is no doubt considerably in excess of this number.

Various steps were taken to deal with the situation. All the leading school boards in the province were circularized and suggestions were made which, if followed, would tend to mitigate the seriousness of the situation. Many sympathetic replies were received to these circulars. The next step was to present the situation to the Provincial Government. An appointment was made with the Premier and the Minister of Education and a conference held on December 6. In this conference your representatives analyzed the cause of the unemployment situation as follows:

(1) Economic conditions on farms which induced many farmers' wives, with teaching qualifications and experience, to resume teaching.

(2) An over-supply of teachers owing to the fact that there had been no restriction placed on the number admitted and passed through the Normal Schools.

The Government was requested to set aside a portion of the unemployment grant to take care of teachers in distress, and to take steps to see that the situation was not further aggravated by the closing of school districts where taxes were in arrears.

The reply of the Government is best summarized by reproducing a portion of a letter received from the Premier after the Conference:

"Various suggestions were advanced by your delegates as to methods of meeting the unemployment among teachers, but as pointed out to you in reply, these suggestions looked to the future but would have little effect in meeting conditions this winter. We are prepared to consider the suggestions advanced when reviewing our program for the Department of Education this next year. Dealing with the immediate situation confronting us, I informed you that we could not very well pick out the teaching profession for any special consideration, but could only deal with unemployed teachers as part of our entire program for the relief of unemployment this winter.

"There was considerable discussion of the situation now threatening, that many school districts were likely to close because of inability to finance the operation of the schools next term, and your representatives requested the Provincial Government to make some public statement referring to the threatening action of School Boards in cancelling teachers' contracts. As I informed you, I think, the question of keeping open our schools had already engaged the attention of the Government, and it has been before us since that meeting. We are co-ordinating the efforts of the Municipal Affairs Department and the Department of Education in an effort to have the schools continued. This is a subject on which, at the moment, we cannot make public our complete plans and can only say that we are grappling with this problem as with other problems arising out of present conditions to the best of our ability. We have concluded that we can do better work and avoid unnecessary confusion by working directly through our Trustees or other Provincial officials rather than attempting to make any public statement at the moment."

The Government some time after this, took steps to see that rural schools were kept in operation.

School grants were paid in advance, the municipal districts were made the tax collecting body for school purposes, School Inspectors were asked to report cases where schools were unable to function, and special officers were delegated to deal with serious cases.

In spite of the efforts of the Government the year 1931 was approached with a feeling akin to panic. Rumors were afloat that the schools in whole districts were closing down and the situation was described as being very bad in Saskatchewan and Manitoba. In order to deal with the situation with a true knowledge of the facts, on the suggestion of Manitoba, the President of the C.T.F. called a special conference of the representatives of the three Teachers' organizations in the prairie provinces. This conference met at Regina on December thirtieth and thirty-first, 1930, and Alberta was represented by the President and Vice-President. It was found that while conditions were serious there was no cause for undue alarm. The meeting finally passed the following resolutions summing up the situation as it was found to exist at that time:

"After a careful analysis and survey of the economic situation in the prairie provinces as obtaining at the present time and affecting education we find—

"(1) That there are very few schools closing on account of financial difficulties. The number of schools which customarily take long winter vacations is not being increased to any considerable extent.

"(2) That recognizing that there are financial difficulties owing to the non-payment of taxes, School Boards and Teachers' Organizations have in the three prairie provinces faced the situation together, and in the great majority of cases have been able to formulate a satisfactory solution to the problem of carrying on school services much as usual. We find that Boards, in doing so, generally were desirous of carrying out their agreements with their teachers and the requirements of the statutes in connection with educational services.

"(3) That in each of the three prairie provinces we find a very commendable readiness on the part of the Department of Education to assist and encourage the various districts where temporary measures are necessary to maintain full time educational facilities. A determined effort is being made to see that no pupil shall be deprived of that right to a good education to which every child in Western Canada is entitled.

"(4) That, furthermore, there is in these provinces a very evident desire on the part of Boards and Educational Authorities to do all that is possible to safeguard the status and integrity of the profession, recognizing that the most important factor in any sound system of education is the teacher.

"(5) That an investigation into the supply of teachers shows that the difficulties of the present situation have been augmented by an over-supply of teachers occasioned by the accumulative effort of issuing more certificates than have been necessary to meet the usual requirements of the service, and by the temporary return of a number of ex-teachers into the system disturbing the balance between supply and demand.

"(6) That, finally, there is in evidence throughout the Western Provinces a fine spirit of co-operation

on the part of School Boards, Departments of Education and Teachers' Organizations generally, and a determination to face the new year with the resolution that this most important of all public services shall be continued with unimpaired effectiveness."

This resolution, which was given wide publicity in the press throughout the three provinces, had a very decided effect in improving the morale of both teachers and school boards.

NORMAL SCHOOLS

One question that was discussed at our Conference with the Government was that of the Normal Schools. Considerable interchange of opinion on this question was also a feature of the Regina Conference. Your Executive feel that Normal Schools as at present constituted are a serious menace to the educational welfare of the province. This year there are approximately 1,000 young men and women in attendance at Normal Schools, many of whom are in receipt of Government loans. The majority of these have only Grade XI standing, and when one considers that at a very minimum there are 400 teachers now unemployed it would seem that a drastic change in policy is necessary. Manitoba, with some 4,500 teachers, limited the number in attendance to 450 last year and the relation between supply and demand is so well adjusted that they report few unemployed teachers. British Columbia is next year limiting the number in attendance to 350 and is not admitting any students with Grade XI standing until all those who apply with a Grade XII standing have been admitted.

At a time when the financial resources of the province are strained to keep schools open it would appear that to continue to train 1,000 students in our Normal Schools is a luxury our province can ill afford. Figures in my possession which have been obtained from reliable sources indicate the cost to the province of training each Normal student is at least \$200.

The definite suggestions made to remedy the situation may be summarized in the following resolutions passed at the Regina Conference:

"(1) Resolved, That the time has arrived when the Normal training for teachers should be lengthened.

"(2) Resolved, That a minimum age of 18 should be established for all entrants to Normal Schools.

"(3) Resolved, That the minimum requirement for Normal School entrance should be Grade XII.

"(4) Resolved, That all applicants for entrance to Normal Schools should be required to undergo a thorough medical examination.

"(5) Resolved, That the number of students to be admitted to the Normal Schools in any given year should bear a direct relationship to the estimated requirements of the schools in the province.

"(6) Resolved, That unless renewed, a certificate should lapse after a teacher has ceased for five years to teach, provided, however, that such certificate may be renewed after proper review by competent authority."

CURRICULUM ACTIVITIES

Very definite advancement has been made towards obtaining the opinion of teachers on matters relating to curriculum and teaching methods. Three questionnaires have been prepared and distributed among

the teachers concerned and the result of the replies carefully analyzed. One questionnaire had to do with examinations and promotion, another with certain changes in the High School curriculum, and a third questionnaire was submitted to teachers of Grades I to VI asking for their suggestions as to the content and form of the new readers about to be introduced in the three prairie provinces.

Details of this phase of our work will be furnished by Mr. C. O. Hicks in his report of the Curriculum Committee, and by Mr. M. W. Brock who had charge of the work on the Readers for the grades.

RESEARCH WORK

As previously indicated the C.T.F. is conducting research on different phases of education. Alberta has undertaken the study of the subject of examinations. The C.T.F. Committee, under the chairmanship of Mr. M. L. Watts, submitted an interim report at the C.T.F. Convention last July. This committee is continuing its work and has established contacts with the New Education Fellowship and Prof. Peter Sandiford, of Toronto University. Committees have been formed in each Province and are furnishing data to the central committee. The Alberta Committee is under the able chairmanship of Miss Mary Crawford.

PENSIONS

Your Executive have not failed to continue to press for pensions. It is somewhat humiliating to be forced to report that Alberta is now the only Province in Canada where a Teachers' Pension scheme is not in operation. Our only consolation is that when we do evolve a scheme it will be superior to any others now in force. At our last conference with the Government it was announced by the Hon. Perren Baker that our scheme had been submitted to the actuaries of several insurance companies for a report as to the actual percentage contribution required to insure the benefits asked for in the scheme.

EXECUTIVE

It has been a pleasure to work with the members of this year's Executive. There was always keen debate on difficult questions, but in the end unanimous decisions were reached. Every member accepted cheerfully the tasks assigned and carried out his or her particular work with singular ability. I should like to congratulate the incoming President on the honor given him and at the same time to congratulate the Alliance in having at its head a man of such energy and ability.

WORK OF GENERAL SECRETARY

The work of the General Secretary has been carried on with the usual effectiveness. The favorable weather conditions made possible a good deal of road work and the results achieved were gratifying. I should like to pay a tribute to the efficiency of Mr. Barnett in carrying out his duties, involving as they do so many varied activities, clerical, administrative, executive, legal and organization, and to express my admiration of the iron constitution which carries him through.

I have kept in close touch with Mr. Barnett's activities and regular reports have been furnished in periods between Executive meetings. Every major policy of the Alliance during the past year has been

decided by the Executive or in cases of emergency by the President, and the entire Executive are jointly responsible and are prepared to answer for any action taken during the past year.

Mr. Barnett is one of the pioneer leaders in teachers' organizations, and for the past ten years has labored unceasingly to advance the welfare of the teachers and to uphold their rights and privileges. He has given unstintingly of his energy and intellect to the cause. At first known among the Edmonton teachers for his zeal and ability he in time became a Provincial figure, and then as teachers' organizations came together in the Canadian Teachers' Federation he became known throughout the Dominion, until last year he was honored by being elected President of the C.T.F., and is now the official head of 30,000 organized teachers.

GENERAL OBSERVATIONS

My term as President has brought me into touch with all phases of Alliance activity, and into contact with those prominent in the educational life of the Province. I have heard the Alliance praised, condemned, flattered and rebuked, but never ridiculed.

I have been told of various ways in which the Alliance might be improved: suggestions varying from slight changes in our methods to drastic revision of our constitution and policies.

I am not inclined to treat any of these suggestions with indifference or scorn, but think that criticism, whether friendly or vindictive, should receive our careful attention and should cause us to think carefully of our future aims and policies. In giving up the office of President I hope I may be pardoned in passing on to the organization some of the impressions I have received and the conclusions reached as a result of my experiences while President.

In the first place I am more firmly convinced than ever that an Alliance is an absolute necessity, that teachers need a professional organization to protect their interests, to formulate educational policies and to attempt to put these policies into effect.

I am also of the opinion that while the present form of organization has been wisely and carefully devised certain changes might be beneficial. I should like to see larger locals throughout the country and greater opportunities for teachers to meet who teach in the same type of schools. Already many large rural locals have been formed and the results have been gratifying. An extension of this policy might well be considered.

Another feature of the development of our organization is the greater attention now paid to educational research. Much good work has been done but the surface has only been scratched. At this time, when so many have educational fads, when "plans" and "systems" are multiplying, when an educational vocabulary has been devised which is quite mystifying to the layman, and it must be confessed to many teachers as well, it is essential that those who actually teach should have the opportunity to have a voice in the determination of the curriculum and the methods of teaching. Research carried on by the teachers themselves will arrive at the conclusions of a large body of workers and will be characterized by sanity and originality.

GREATER FREEDOM

I should also make a plea for greater freedom in teaching methods. Our country has attained a rea-

sonable degree of political freedom but we appear to be the victims of our own machine civilization. Our houses, our furniture, our clothes and automobiles are standardized. Office routine, factory management, selling tactics follow certain fixed rules. Even our amusements conform to a certain standard and every community from Halifax to Vancouver can boast the same type of service clubs, bridge entertainment, newspapers, restaurants, wall paper, sign boards, churches, and school houses.

Our thinking is becoming standardized, our opinions conform to that of the majority. Any original thinker is dismissed by giving him some opprobrious epithet. In our schools we are the slaves to curriculum and examinations. Admitting the need of some degree of uniformity, as teachers and as an Alliance we should strive for the opportunity of expressing individuality and originality so that there may be some escape from the dull level of mediocrity so apparent in every other field of endeavor, and so the graduates of our schools will be thinkers, prepared to apply the test of truth and sincerity of thought to the problems before them.

CONCLUSION

In conclusion my message to all our members is to carry on with greater zeal than before. We have on our minds the interests of the teacher and the child, and hence are an important factor in the moulding of future civilization. Our policies must be carefully formulated and deliberately devised and then carried out by all legitimate means in our power. Premier Brownlee in a frank discussion with our Executive last June said words similar to these: "Your organization is free to carry out your policies by any means in your power. I consider that you are justified in using the press, your influence with members of Parliament and any other means to advance your interests and obtain the results you desire."

The future lies before us full of uncertainties, replete with difficulties and not devoid of menace. But we should go forward with courage and determination to achieve those high objects which we believe so worthy and effective.

Respectfully submitted,
R. D. WEBB,
President

REPORT OF THE GENERAL SECRETARY

MEMBERSHIP

The year 1930-31 passes with few regrets. It has been a year of trial and stress to teachers as well as to farmers and business men. For the first time in our history the supply of teachers seems to have got beyond control, the spectre of actual want has appeared in our midst, and the end is not yet. The year's experience has revealed a fact which must be faced, that few are disposed to enter the lists on behalf of the teachers and yet more seem quite prepared to take advantage of our condition of disadvantage; consequently, whatever progress is made along the line of raising our status, economically and professionally, or of bringing about greater security of tenure, it must needs be done solely by the teaching body itself, tenaciously holding to our faith and policies, consolidating all our forces and in-

tensifying our organized effort. The rank and file throughout the province are alert to the situation and have confidence in their organization to offset as far as is possible the dangerous possibilities. This is evidenced surely by the greatly increased roster of membership which now stands at 2,614 and 442 provisional members, an increase of 257 over last year's membership, which was the highest on record. This is the most encouraging feature of the past year's efforts. There is, however, one unsatisfactory feature regarding this year's provisional membership, and the reason is very difficult to understand. The membership of the Normal School at Camrose is exactly nil, and the returns from Edmonton have been very small. The Normal School at Calgary, however, has adopted its usual stride and there is a greater proportion of the students in training enrolled as provisional members. Were the position identical in every Normal School, it might be logical to infer that the difficulty arises from the uncertainty of the students in regard to employment next year. However, in view of the splendid effort of the Calgary students, this conclusion does not harmonize with the facts. Again, it is to be noted with satisfaction that every graduating student of the School of Education of the University of Alberta has affiliated with the Alliance.

LOCALS

The number of functioning locals now stands at under fifty, which might be higher. And again it seems necessary to draw attention to the fact that there are a large number of teachers in responsible positions in the province who will not shoulder the obligation which morally devolves upon them to do more than just pay their membership fees. There are many centres where Locals should be established and where the only obstacle seems to be that the natural leader of the district—the principal of the school—does not seem to be sufficiently interested in our common welfare to sacrifice a little time, a little energy, in taking steps to form a Local organization. There have been approximately sixty requests from teachers received during the year, complaining that a Local is not established in their particular district, and asking that circular letters and other material forwarded to Locals by Head Office be mailed to them also, in order that they might keep in touch with A.T.A. affairs. In one city only—Wetaskiwin—is the Alliance work neglected altogether, although several of the staff at Wetaskiwin have expressed a desire to put Wetaskiwin on the Alliance map once more.

CONVENTIONS

Each year it becomes more difficult to provide an A.T.A. speaker at every Fall Convention of teachers, arising from the fact that the policy seems to be definitely established of holding them all on the same date—the Thursday and Friday before Thanksgiving. However, enthusiastic workers have rallied to meet the situation and without exception an A.T.A. speaker was "on deck" at every convention. The following merit thanks for this work: President R. D. Webb, Calgary, Bassano, High River and Olds Inspectorates High School Convention; M. W. Brock, High River Inspectorate; J. F. Swan, Lethbridge, Macleod and Foremost Inspectorates; J. W. Verge, Calgary Rural and Bassano Inspectorates; C. E. Peasley, Medicine Hat Inspectorate; A. J. Heywood, Hanna and Oyen

Inspectories; C. A. L. Maberley, Olds Inspectorate; H. E. Tanner, Stettler Inspectorate; Miss O. V. Haw, Red Deer Inspectorate; C. O. Hicks, Wetaskiwin Inspectorate; H. R. Dobson, Camrose Inspectorate; J. G. Niddrie, Coronation Inspectorate; G. Clayton, Coronation Inspectorate (Provost District); T. J. Dwyer, St. Paul Inspectorate; A. J. H. Powell, Lamont Inspectorate; Mrs. E. A. Storms, Grande Prairie Inspectorate; F. W. Y. Wootton, Trochu Inspectorate; C. G. Elliott, Vegreville Inspectorate; T. E. Hughes, Vermilion Inspectorate; A. J. H. Skitch, Wainwright Inspectorate; Miss K. Teskey, Edmonton District High School Convention; Mr. A. J. MacGowan, Etzikom Institute (Foremost Inspectorate); Geo. W. T. Grover, Peace River Inspectorate. The General Secretary was present at the Edmonton City Convention, and the Edmonton Rural, Onoway, Westlock and Athabasca Inspectorates Convention and at the Bashaw District Convention of the Trochu Inspectorate. The Conventions on the whole netted over three hundred members.

LEGISLATION

The most significant changes produced by the new School Bill were the amendments relating to the teacher. Realizing the supreme importance to the teachers of the amended School Act, your Executive had prepared a comprehensive brief dealing with every phase of the situation from the teachers' standpoint in every regard. This brief was duly presented to the Premier and Minister of Education in the fall and a revised brief presented after the new School Bill was actually before the House. Your Executive had three sessions with the Premier and the Minister of Education, and as a result were filled with optimism that our requests, in the main, would be granted. However, it must be stated frankly, without any tinge of exaggeration, that the development in the Legislature itself when certain amendments of fundamental importance to the teachers were proposed—those relating to the prescribed form of agreement and the Board of Reference—was a most disappointing surprise. Mr. C. L. Gibbs, one of our teacher members, made a masterly plea for the Board of Reference to be given some "teeth," and for Clause 6 of the Agreement to be embodied in the Act itself, thus preventing school boards from scoring out the requirement to grant a hearing to teachers before dismissal, a trial before judgment is delivered. Mr. Gibbs' effort, powerfully supported by Mr. Howson and Mr. Giroux, was unavailing. Further comment might not prove of any particular benefit to any party concerned, and since our members have had no opportunity yet of discussing the changes effected, it is left to them to scan all changes carefully and give their Executive a lead as to further action in regard thereto. Following is a brief analysis of the most important changes together with the proposals made:

5,000 FACTS ABOUT CANADA.—1931 edition ready, with 50 chapters. "The Dominion in a Nutshell," by Frank Yeigh. Indispensable to teachers. Agents wanted. Send 35 cents for a copy, or \$1.00 for 3, to 588 Huron Street, Toronto. Or from newsdealers.

Manual of Canadian Business Law

By

John Delatre Falconbridge, M.A., LL.B., K.C.
Dean of Osgoode Hall Law School, Toronto

and

Sidney Earle Smith, M.A., LL.B.
Dean of the Faculty of Law, Dalhousie University, Halifax

This text brings to the teacher of Business Law an elementary yet authoritative book on those parts of the law which are of special interest to business men. Technical words and phrases have been avoided as far as possible and the law has been stated in language which will be intelligible to students of Commercial Schools. A number of examples and problems have been added to the text and these should be helpful to both student and instructor.

"Manual of Canadian Business Law appeals to me as an excellent text for a foundational course in commercial high schools or for the business man. The text is well written and excellently printed. It is easy to read and is unquestionably authoritative. Within the limits of such a volume, the authors have succeeded in defining the elements of law which are of especial interest to the business man and which are suitable for study in commercial high schools. The subjects included agree very well with the requirements of the Ontario Department of Education. At the beginning of each chapter is an analytical outline of the subject matter in that chapter. After the chapter has been taught, the outline may be committed to memory or used for review purposes. The review questions at the end of each chapter are carefully selected and, if rightly used by the instructor, will determine the student's appreciation of the textual matter. References for further study are also given at the end of the various chapters. These suggestions by such an outstanding authority as Dean Falconbridge will be welcomed by teachers. Many apt examples help to elucidate the finer points of a difficult subject. The reviewer unreservedly recommends the text to teachers and all others interested in business law."—W.G.B.—*The School*.

304 Pages---\$1.00

SIR ISAAC PITMAN & SONS
(CANADA) LIMITED

70 Bond Street - Toronto, Ontario

**ANALYSIS OF CHANGES IN SCHOOL ACT MADE AND REQUESTED
SUGGESTED AMENDMENTS**

CHANGES EFFECTED

		School Board Members and Voters	Changes effected
Sec. 2—	Complete Adult Suffrage after two months' residence in district.		Elector shall be any adult, resident in district at least one year prior to date of any school meeting.
Sec. 50—	That reading of Inspector's Report on teacher not be done at Annual Meeting.	Inspector's Report—Conduct of Annual Meeting	Minister promised to have the Inspector's Report in two sections: one dealing with grading of pupils and teacher, to be read at Annual Meeting; another section, dealing with the Inspector's criticisms of the teacher to be withheld from the Annual Meeting and remain confidential as between teacher and school board.
Sec. 119. DUTIES OF TRUSTEES—	Elimination of subsection (m) requiring school boards to admit for practice teaching students in training in Normal Schools.	Normal School Students	None.
Sec. 165. DUTIES OF TEACHERS—	Elimination of section providing for compulsory admission and performance of duties in connection with students in training in Normal Schools.		None.
Sec. 144—	No request.	Vacation and Holidays	Easter week made a statutory holiday for everybody. Teacher and board may arrange to operate the school during Easter week.
Sec. 154—	Teacher should be a British subject.	Qualification of Teacher	No change included in the Act but the Minister undertook to provide in the regulations for teachers that they be required to become naturalized during the shortest possible period required by the Statute governing naturalization.
Sec. 155—	That a Board which knowingly engages an unqualified teacher be liable to a penalty. The elimination of the proviso that the Minister only may order a prosecution.	Engagement and Contract	Granted. None.
Sec. 156—	ss. (2) That alterations or amendments to the prescribed form without approval of the Minister be invalid, the prescribed form to stand. ss. (3) That the contract be continuous except when the engagement be for less than one year. There was no provision for this in the Act previously.		Granted, the following proviso being added: "Provided always that in case the Chairman or Secretary sends any communication in writing to an applicant for engagement as a teacher by the Board, to the effect that the Board has decided to engage such applicant, and if the applicant delivers or causes to be delivered to the Chairman or Secretary of the Board a communication in writing to the effect that the applicant accepts such engagement either by actual delivery or by mail or by telegraph, not later than the fifth day after the day upon which the communication from the Chairman or Secretary was mailed or otherwise dispatched, the Board and the applicant shall be thereupon under a legal obligation to enter into a contract in the standard form subject only to such variation as may be approved by the Minister; otherwise such communications shall not be effective to create any contract whatsoever between the Board and the applicant."
Sec. 157—	Request that Clause 6 of the agreement be embodied in the Act.		Granted. None.
			The following amendment was incorporated in the Act. "Subject to the conditions hereinafter set out in this section, either party thereto may terminate the agreement of engagement between the teacher and the Board by giving thirty days' notice in writing to the other party of his or its intention so to do: "Provided always: "(a) That except in the month of June no such notice shall be given by a board without the approval of an Inspector previously obtained. (b) That except in the months of June and July no notice of the termination of a contract shall be given by a teacher without the approval of an Inspector previously obtained."

Sec. 158—

That the contract shall be deemed valid and binding if signed by the Chairman or Secretary in behalf of the Board.

Sec. 159—**The elimination of the proviso:**

"Provided that if the teacher does not appeal from the decision of the Board, or is not reinstated, the teacher shall not be entitled to salary from and after the date of his suspension or dismissal."

Suspension and Dismissal

"(c) That any such notice may be given either by delivering the same to the person to whom it is addressed or sending the same in a duly addressed and prepaid cover by registered mail, and in the latter case the notice shall be deemed to have been given upon the day on which it is mailed.

"(d) That a teacher may notify the Secretary of a post office address to which any notices may be sent, and in that event all notices shall be sent to that address; but if no such address is furnished to the secretary, any notice sent by mail shall be deemed to have been duly addressed if addressed to the teacher at the last known post office address of such teacher."

Insertion of the words "shall be deemed valid and binding." Either Chairman or another member of Board given authority to sign agreement.

Sec. 161—

That the teacher shall receive a full year's salary in any year or two consecutive teaching terms, the salary to be paid in equal instalments at the end of each month.

With the option that the teacher shall be entitled to claim salary for each of the days in the following enumeration:

- (a) Days actually taught.
- (b) Days during which the teacher would teach except for an order of the Board.
- (c) Fall convention days.
- (d) Days during which the school is closed for epidemic.
- (e) One-day holidays declared by the Board.
- (f) Election days.
- (g) Days during which the teacher is ill.

Granted.

Payment of Teachers**Sec. 163. SICK PAY—**

That sick pay allowances be cumulative.

That medical certification be not obligatory unless the Board so desire.

Dentist's certificate be valid in case of dental trouble.

Sec. 164. INTEREST ON OVERDUE SALARY—

Request that interest on all overdue salary be at the rate of 8% per annum.

Granted.

Not granted.

Granted.

Granted.

Teacher entitled to 8% interest on overdue salary after services are ended with the board. The Minister gave a promise to introduce an amendment providing for teachers to receive interest on overdue unpaid salary accrued before teachers' services are ended. Evidently in the rush at the last minute it was impossible to draft and submit this section.

(The above amendments do not become effective until July 1st next.)

(NOTE: Sections are numbered according to the new School Bill.)

PUBLICITY

A good deal of publicity work has been carried on throughout the year by officials of the organization and individual members writing articles and handing news to the local Press, and the Press of the province should be very heartily thanked by the teaching body for their generous allocation of space to fundamental matters in education. Alberta School Week seems to be taking hold more strongly each year and the organization for carrying through the "Week" is developing more and more each year in the various centres of the province. There are a few places, however, where it must be admitted with regret that the teachers do not yet appreciate the inner significance of School Week, which is this—the teaching body is the only body competent to form and convey the considered opinions of all those actually engaged in the education of the child; therefore they themselves must convince the public that they actually understand the problems connected with education, whether it be in the classroom or in the administration. Again, the teaching profession is to the individual teacher what the other profes-

sions are to their members, and since the teaching profession is in a position to speak with authority on this matter it is their duty to inform themselves thoroughly on all progressive trends in education and to pass on such information through all possible channels to its immediate public.

ADJUSTMENT OF GRIEVANCES

Arising from the serious condition throughout the province, with many school boards taking advantage of the over-supply of teachers, and finding that some teachers out of work were prepared to teach for a lower salary, appeals came in for assistance from all parts of the province. In many cases one might be disposed to condemn less strongly a blunt statement revealing the real intention of the school board—"to save money by engaging a lower-paid teacher"—rather than the policy followed by many of cloaking the real reason and using a series of unwarranted pretexts and, in most cases, unjustifiable allegations of inefficiency, etc., against the teacher. The obvious result has been an increase in the office work, in answering correspondence and tendering advice, and more frequent calls on the

General Secretary than any year previously to journey to the seat of trouble and attempt to adjust matters. School Boards in many cases do not seem to realize that dismissing a teacher on flippant, alleged grounds of inefficiency, not only robs him of his immediate subsistence but prejudices his standard of living for the future. Therefore, whenever there is suspicion of an irresponsible or unjust attitude in this regard, the obligation is upon the professional organization to appear and require the charges to be substantiated or see that the teacher emerges with a clean "bill of health."

SALARY SITUATION

It is submitted that the condition as it has developed in certain sections of the province, in the way of cutting salaries of rural teachers, is more particularly a result of the over-supply of teachers than the economic condition of the farmers and those depending upon them for their subsistence. We recall that the farmers in certain drought-stricken areas of the province, during the years 1915 to 1920 or 1921, when much absolute poverty prevailed, by hook or by crook, managed to keep the schools running and paid the average salary of the teacher, which was higher then than now. Those people took the stand that their first debt was to their children, and whatever else had to be done without, the children should not be deprived of their education. They were indisposed to employ teachers of poor ability and therefore made it plain that they were in the market for the best, and by offering a reasonable salary they induced good teachers to come into their district.

It is to be noted, however, that where a strong Local organization of teachers exists, nothing has been done in the way of putting into effect drastic cuts in salaries.

The attitude of teachers throughout the Dominion during the present time of economic stress is this: "Teachers' salaries are paid for consistent uniform services from year to year, and they should not fluctuate according to business or economic conditions. Good times do not yield bonuses for teachers, so bad times should not bring reductions. Continuous education for all children is essential, and governments should guarantee costs."

The attitude of the Trustees' Associations and Departments of Education throughout the West has been encouraging indeed. One and all seem to have stressed the idea that although we have an over-supply of teachers, there is no over-supply of good teachers, and that great care must be taken to take no step that will force the good teachers out of the teaching profession and leave therein those who are inferior. *The School Trustee*, official organ of the Saskatchewan Trustees' Association, says: "Although the returns of all those dependent on the agricultural industry have been reduced, yet that reduction has not applied all along the line. For instance, charges of doctors, dentists, and other professional men have not changed, and there is no substantial reduction in the price of manufactured goods."

Your Executive made certain recommendations to the Premier regarding the over-supply of teachers:

- (a) That the entrance age of girls entering Normal School be raised to that of the boys.
- (b) That some step be taken to estimate the number of teachers required through a survey or other means

and that some reasonable limit be placed upon the number of persons admitted to the Normal Schools in accordance with such survey.

- (c) Or that as a last resort, one Normal School be dispensed with.
- (d) That the entrance requirements for admittance to Normal School be raised to Grade XII standing.
- (e) Or that the Normal Training Course be lengthened to a two-year course.
- (f) That the government should take some step to assist the teachers in their effort to have placed upon the Statute Books of this province an adequate retirement scheme for Alberta teachers, thereby enabling those to retire immediately who are now too old to carry on in an efficient manner.

The Premier promised to take our representations into consideration and suggested a series of meetings with him after the close of the session of the Legislature. A Memorandum was also forwarded to all the larger school boards in the province in regard to this matter. The teacher is underneath at the present time and school boards so inclined consider they are in a position to "get at" the teacher. They are disgruntled, naturally, at the way world markets are treating them, but we suggest that it is a most unjust and illogical procedure to make teachers the "scapegoat" for conditions which have arisen in regard to which the teachers are in no way responsible. The teachers must stand pat at this time and refuse to allow themselves to be stamped. Through critical times in the past their organization has stood like a solid phalanx defending the teachers' status and the dignity of the profession. It is undoubtedly true that though individuals comprise the organization, it can do more for the teachers collectively than each can do for himself individually. The Alliance has always suggested and will at all times advocate that the main aim of a teacher is to do his utmost for those placed in his care; to be loyal to his school board; loyal to the Department of Education; loyal to the child. So without in any way implying that loyalty in this regard be withheld, at this time, the cause of all concerned — parents, pupils, school boards, Department of Education, Government, and the citizens of Alberta — places upon the teachers the undisputed obligation to hold together as one in defence of their own status and in the service and betterment of their personnel. Any "letting-up," any diminution of organized effort at this time, will result inevitably in a disservice being rendered not only to the teachers themselves, but to all other parties or authorities directly or indirectly involved or interested in the welfare of the future citizens of Alberta.

Respectfully submitted,

JOHN W. BARNETT.
General Secretary.

GEO. H. VAN ALLEN, K.C.
Barrister and Solicitor

Suite 2, National Trust Building
Edmonton, Alta.

Solicitor for Alberta Teachers'
Alliance, Inc.



Gold and Enamel
Buttons 85¢
at A.T.A. Office
Imperial Bank
Building
Edmonton

Marginalia
C. SANSOM, PH.D.

**The Inspection and Training Section of the
A.E.A. Convention**

It is impossible to review the meetings of this section of the recent convention in Edmonton in terms of glowing enthusiasm. The agenda prepared for the meeting was neither adequate nor appropriate for the occasion. The only feature arranged for was an address on method in teaching history, and while the address was very acceptable in itself, the topic was obviously not one of vital interest either to a majority of the inspectors, or to the art, music, mathematics, domestic science, and literature teachers in the several Normal schools.

This is the one occasion in the whole year when all the educational leaders of the province who are in the service of the Department, have the opportunity to come together and meet with the Department officials for the discussion of common problems. In making provision for inspectors and Normal school teachers to attend the convention from all over the province it must be assumed that the Department believes that the meetings, and more especially the meetings of this section, are of some value to the service. They should, therefore, be made of value, or the section should be discontinued.

Topics to be discussed at any meeting of the nature of a conference should appear on an agenda that is made available in advance of the meeting. Then those who attend are in a position to make at least some little preparation in advance for the intelligent discussion of the subjects proposed. But this is not possible when problems are brought forward at random from the floor. In such cases the discussion is almost sure to be as pointless, fruitless, and even silly as most of the discussion on composition at the meeting here under review.

It goes without saying that the program for an annual meeting of upwards of fifty of the leaders of educational thought in the province should reflect some recognition of the intelligence of those who are expected to attend, as well as of their interest in some of the more vital educational problems of the day. Why, for instance, could we not have had at this meeting a short address from the Minister of Education on the difficulties and problems he encountered in getting through the recent revision of *The School Act*? or on the implications for education in this province of some of the more significant changes in the Act? Why not a discussion, to be opened, if possible, by the Deputy Minister, on proposed bases for selecting High school graduates for admission to the Normal schools next fall on a restricted enrolment? The important question of the use and abuse of "Teachers' Helps" in rural schools was brought up at the meeting, a few minutes before it adjourned; this would seem to be an entirely appropriate subject just now, and it might well have appeared on the agenda. Then there are a host of questions relating to the more suitable academic training of High school students seeking admission to the Normal schools. There is no scarcity of problems. Why leave them all to be discussed over the lunch tables, on the street corners, and in the corridors after the meetings have adjourned?

New Zealand Council of Education

The Education Act of New Zealand makes provision for a General Council of Education of seventeen members, consisting of the Director and Assistant Director of Education; one Inspector, appointed by the Minister; four members elected by the members of the Educational Boards; two members elected by the certificated male teachers of public schools; two members elected by the certificated women teachers of public schools; one member elected by the male teachers in secondary and technical schools; one member elected by the women teachers of technical and secondary schools; one member of the University of New Zealand, appointed by the Senate; and three other members appointed by the Minister, namely, two to represent technical and industrial interests (one of whom shall represent agriculture), and one, a woman, to represent the interests of the education of girls.

The Council, the members of which hold office for a term of three years, meets annually in the month of June, and at such other times as the Minister may direct.

The duties of the Council are to report to the Minister:

- (a) Upon the methods or developments in national education which in its opinion it is desirable to introduce into New Zealand.
- (b) Upon any matters concerning the provision of facilities for education in New Zealand or in any district thereof, and upon the co-ordination of the work carried on by the various bodies controlling education.
- (c) Upon any other matters in connection with education referred to it by the Minister.

Success and Thrift

GO HAND IN HAND



BUY—

Alberta

**4% Demand Savings
Certificates**

AND LEARN TO SAVE

For Further Particulars Write or Apply to

HON. R. G. REID
Provincial Treasurer

W. V. NEWSON
Deputy Prov. Treasurer

Parliament Buildings, Edmonton, Alberta

Declaration of Principles to Govern Teacher and Professional Organization

As presented to the last Annual General Meeting of the Alberta Teachers' Alliance, Inc.

"Ethics" is interpreted as referring to the conduct of members of the Alliance with respect to their relationships as teachers, insofar as this conduct affects the uplift of the profession and the elevation of professional morality.

It applies, therefore, to:

- (a) Conduct of members towards each other in a professional capacity.
- (b) Conduct of members towards authorities, academic and administrative.
- (c) Conduct of members towards the various assemblies, local, provincial and federal.

The following are held to be the principles in these regards underlying the professional ethics of the members of the Alliance:

- (1) *Non-membership is "Unethical":* From the earliest records of conduct, social or political, the individual has been regarded as one of the group. The tenets of every code or moral law, whether ancient or modern, have respect to group relationship and bear upon standards within the group. There can be no individual standard of morality apart from the group. The word "Ethics" (a custom) implies this.
- (2) *The Function of a Teacher is the Whole Function as laid down in the School Statute.* The emphasis here is upon "whole" function. A teacher holding an authoritative certificate can not be deprived of part of the function to which that certificate entitles him.
- (3) It is imperative that:
 - (a) The teacher should inform himself thoroughly as to all current trends in education.
 - (b) The teacher should, for the purpose of securing the highest educational efficiency, pass on such information and so cherish and form public opinion upon all educational matters.
- (4) *It is the duty of members to instruct persons seeking entrance to the profession in the tenets of the ethical code.* Intending teachers should be fully acquainted with their duties towards authorities and towards their fellow members, so as to avoid as far as possible the extreme measure of adjustment of differences in the courts of law.

RECOGNITION

(a) The opinion of individual members or of selected groups can not be regarded nor accepted by the teaching profession as its own: the opinion of the profession is that expressed by its own duly appointed representatives.

(b) An authority which elects to treat, negotiate or confer with an individual member or group of members, other than representatives of the profession, denies the principle of recognition of the profession.

REPRESENTATION

Since the Alliance is the only body competent to form and transmit the considered opinion of all those actually engaged in the education of the child, and since problems of procedure, questions of administration, and special needs of teaching organization are matters upon which members of the teaching profession are intimately informed, and

since the educational welfare of Alberta requires the most expert advice to be at the disposal of educational authorities—it is considered practical, proper, equitable and right that representation of the Alliance be conceded:

- (a) On any committee, board or authority dealing with matters affecting: curricula, textbooks, examinations and any other matters where the welfare and the opinions of teachers are concerned.
- (b) On all bodies whose function it is to train members of the teaching profession.
- (c) On all bodies whose function it is to grant certificates to teach.
- (d) On all bodies whose function it is to deal with matters where cancellation of certificates is involved.

The teacher representative shall be designated by the organization concerned, and shall collect the opinions of the membership transmitting the same to the Board of which he is a member. It is the duty of such a representative to use the offices of the professional organization for collecting or digesting the several opinions of the members or local groups of members preferably by referring the matter to locals or members at large throughout the province by means of questionnaires.

AFFILIATION

This is interpreted as implying the relationship between each and all of the following: individual members, local groups, the provincial body and the federal body.

- (a) It shall be the duty of the member-at-large to co-operate loyally in the business of the provincial body, and to extend such co-operation to other bodies with whom the provincial body shall affiliate, so long as such connection exists.
- (b) In order that the unity, dignity and effectiveness of the profession may be safeguarded, local organizations are obligated to inform themselves as to provincial policies when treating, dealing, or negotiating with local educational authorities.
- (c) Expression of private opinion to those outside the professional body with a view to offsetting the consolidated opinion expressed by a representative acting as such, is considered an unethical act.

RELATIONSHIPS AMONG MEMBERS

(a) It shall be considered unethical for those in authority or supervisory positions to pass judgment upon any member in the form of a confidential report without first allowing the member in question to see the report in which the said member is mentioned.

(b) Where a member is one of a local group of members, questions affecting each and all members of the group shall be dealt with by the assembly of the group. An individual member bargaining on his own behalf on such questions is considered to be guilty of an unethical act.

(c) It is contrary to the ethics of the profession for a member to seek publicity of the examination results obtained by students taught by himself. This procedure is considered to work adversely to best educational interests in that it gives to laymen an incorrect value to classroom instruction and sets up a false standard for judging teachers.

EDUCATIONAL RESEARCH COMMITTEE

1931-32

Chairman—C. O. Hicks, M.A., 10611 112th St., Edmonton.
 Dr. M. E. Lazerte, University of Alberta, Edmonton.
 Dr. C. Sansom, Provincial Normal School, Calgary.
 A. E. Rosborough, M.A., 9913 88th Ave., Edmonton.
 M. L. Watts, B.A., 514 13th Ave. N.E., Calgary.
 Wm. Wallace, M.A., F.R.S.E., Campsie.
 Miss Mary Fowler, M.A., 510 Eighth St., Medicine Hat.

This Department exists to inform the teachers as to what is being done in Alberta and elsewhere in the field of Educational Research.

Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

ANALYSIS OF GRADE IX MARKS

C. B. WILLIS, M.A., D. Paed.

IN the cities of the province and also frequently in the towns, the marks made on the Departmental Examinations are tabulated for the pupils of Grades IX to XII, and used as a basis for judging the efficiency of a teacher's work. While such if properly interpreted and analyzed may have some value as a measure of a teacher's efficiency, it must be quite evident that unless interpreted and analyzed in a more expert manner than is done for the majority of school boards, the results will be very misleading.

An analysis of the Grade IX marks for a city high school is here presented with a view to giving some idea of what may be done toward the accurate presentation of such results. It must be noted that the particular facts obtained have no general significance and are of no value except to those directly concerned. The study is presented not for the results obtained but to show the methods and technique involved.

Several of the most important factors needed to make an accurate analysis of these results are lacking, but the methods used herein will indicate how such may be used. The following data are lacking:

1. City averages of marks and units passed.
2. Average I. Q.'s and mental ages for Grade IX pupils of city.
3. Data on these teachers' results for other years and other units.

The following table shows on a comparative basis the average marks made by the pupils, the percentage of failure and the average units passed, for each teacher in each subject:

Subject Teacher	Av. Mark	% Failure	Av. Units of Pupils
A 1	63.7	8.7	5.9
A 2	63.2	10.9	5.75
B 3	61.3	23.1	5.9
B 4	60.5	22.2	5.75
C 5	58.3	26.4	6.0
C 6	60.0	22.0	5.9
D 7	68.8	9.8	6.2
D 8	67.0	14.0	5.7
D 9	63.7	21.5	5.9
D 10	48.7	42.1	5.3
E 11	69.0	15.0	5.8
E 12	56.4	43.1	5.95
F 13	66.4	13.3	7.9
F 14	54.0	42.6	6.35

In subject A, teacher No. 1 has a higher average mark and a lower percentage of failure with

pupils who are of slightly better calibre than those of No. 2. The results obtained by the two teachers are almost exactly on a par. A similar situation appears for subject B.

For subject C, No. 6 has a slightly higher average mark and a lower percentage of failure with pupils of very slightly less ability than those of No. 5. Further analysis shows that the pupils of No. 6 passed in 5.21 units in subjects other than C, while those of No. 5 passed in 5.35 such units. The average mark in this subject was obtained for pupils of I.Q. below 90, 90-99, 100-109, and 110-119. The average of these averages worked out at 60% for each teacher. It is evident that there are no significant differences in the two sets of results. It might be pointed out that such a finding is just as important and significant as an opposite one would have been.

Subject D presents a different situation. The apparent variation is great. A satisfactory investigation must determine whether such variation is real or only apparent.

While the pupils of No. 8 have a slightly lower average mark and a higher percentage of failure than those of No. 7, this is fully accounted for by the difference in calibre which is indicated by the difference in the average number of units passed. The two results would point to equally effective teaching.

The results of No. 9 show an average mark 4.2% lower than the average of No. 7 and No. 8, and a percentage of failure 9.6% lower. In view of the fact that the pupils of No. 9 passed on the average as many units as those of No. 7 and No. 8, the results of No. 9 are somewhat low.

For the same subject the results of No. 10 present a different situation. The results are low and the pupils are of low calibre, passing, on the average, only 4.8 units. In order to get a fair comparison the number of units passed in other subjects by these pupils was found and the average mark in subject D of pupils who were on a par with the pupils of No. 10, was found. These pupils of equal calibre showed an average mark of 58.4% in this subject with a percentage of failure of 30.3% as against an average of 48.1% and a percentage of failure of 42.1% made by the pupils of No. 10. These results are decidedly low and the work of this teacher for other years and other subjects should be checked up and if similar results appeared for this subject in other years, he might well shift to subjects in which he is getting better results.

In subject E, little further analysis is required. It is quite evident that No. 11 with pupils of slight-

ly lower calibre has obtained much better results than No. 12. Further data such as length of experience, health, conditions of classrooms taught in, other years' results, etc., should be looked into and a judgment based on all relevant facts arrived at.

Subject F again presents a very different situation and one which is probably the most interesting of those studied. The pupils of No. 13 show much better results than those of No. 14, but there appears also a very great difference in calibre. The point for further investigation is whether the difference in calibre is sufficient to account fully for the difference in results. The marks for pupils who made 7, 6 and 5 units in subjects other than F were averaged for these teachers. The average of these averages gave 56.3% for No. 13 and 54.7% for No. 14, showing that the differences in efficiency were only apparent—the two teachers showing about equally satisfactory results.

In conclusion, it must be pointed out that, in order to make valid comparisons, some measure of the students' ability is absolutely essential and that any analysis or interpretation is not only useless but often misleading unless carried out by a skilled investigator.

MENTAL LEVEL AND UNITS PASSED

C. B. WILLIS, M.A., D.PAED.

The following table shows the mental level of 145 pupils in Grade IX together with the number of units passed by each on the Departmental Examinations:

I.Q.	Units Passed									Average Units Passed
	0	1	2	3	4	5	6	7	8	
120 and up				1		4	3		7.1	
110-119		2	2	2	6	7	5		3.6.3	
100-109	1	2	3	2	7	13	11	4	1.5.7	
90-99	2	2	1	1	4	12	11	6	3	5.1
Below 90	2	5	1	1	5	6	4			4.4
Med. I.Q.	90	95	95	105	100	96	102	104	110	115

It will be seen from this table that pupils of I.Q. 120 and above average 7.1 units passed; those of I.Q. 110-119 average 6.3 units; those of I.Q. 100-109, 5.7 units; those of I.Q. 90-99, 5.1 units; and those below 90 I.Q., 4.4 units.

This means that an I.Q. of about 100 is required to make satisfactory progress and that even with an I.Q. of 100, about fifty per cent of the pupils do unsatisfactory work in Grade IX. Pupils of I.Q. under 100, unless they are doing satisfactory work, are well advised not to take the work of Grade IX in the academic high school. At the same time, a very limited number of pupils of I.Q. below 90 did satisfactory work in Grade IX.

The median I.Q. for pupils who obtained a pass in no units was 90. This increases for each unit with the exception of 4 and 5, until the median I.Q. of those passing 8 units is 110 and of those passing 9 units is 115.

The I.Q. of all pupils should be found before they enter high school and, unless they are doing well in Grade VIII, pupils of I.Q. less than 100 should be advised not to enter the academic high school.

*Striking New
Supplementary
Reading . . .*

CANADIAN NEIGHBOURS

By HARRY AMOSS,
Inspector of Schools

In a most entrancing way this new book, which is a supplementary Geography Reader for Grades V, VI, VII and VIII, deals with the industrial life of Canada. Each of the thirty-six chapters comprises a lesson operation and gives, in simple fashion, the story of an industry as set forth by a fictitious "Miss Goldenrule" to her class. One or more projects, illustrated by thirty-nine original drawings, follow each lesson. The several chapters come really in story form and in consequence will be read with avidity.

85 cents, plus 10 cents postage.

THE RYERSON BOOK of PROSE AND VERSE

Book 1

By LORNE PIERCE and ARTHUR YATES

This, for Grade VII, or Junior Fourth classes, is the first of a series of three designed to present a new course in English Literature, with stories and accompanying pictures specially done for this book. The mind of the pupil is turned inevitably towards the interesting factor of Literature and thus a love is induced for the best things of Literature.

80 cents, plus 10 cents postage.

The Ryerson Press
Canada's Pioneer Publishers
TORONTO

Local News

COLEMAN

A meeting of the Coleman Branch of the Alberta Teachers' Alliance was held Tuesday, March 10th.

The minutes were read by the secretary, Miss E. Haysom, and adopted as read.

A report was made by Mrs. Clifford on the meeting held at Bellevue for the purpose of forming a Pass Local. It was found that Bellevue was unfavorable to such a proceeding and as a result the Coleman branch could only decide to drop the matter.

After discussion, it was decided that the members of the school board should be asked to the next meeting on April 14th.

It was then planned to form a teachers' choir for which practices should be held every Tuesday at 4:30.

Two questions were discussed by the teachers present; that of the retarded pupil, and the value of classroom observation.

FORT SASKATCHEWAN

A meeting of the Fort Saskatchewan A.T.A. Local was held on Thursday, March 26th, at Deep Creek, the Vice-President, Mrs. Griffin, occupying the chair.

The whole session was devoted to a discussion of the resolutions for the A.G.M. These were closely debated. At the conclusion of business, the hospitality of Mr. and Mrs. C. Seeley was enjoyed.

* * * * *

A meeting of the Fort Saskatchewan A.T.A. Local was held on Monday, April 20th, at Josephburg. Mr. Anderson, the President, occupied the chair.

The business of the evening consisted of a consideration of the events of the recent Annual General Meeting. Many of the resolutions presented there were re-examined in the light of further knowledge. Particular attention was paid to the new *School Act*, to Rural School Practice Teaching, and to the attitude of the Government to various phases of educational activity.

It was decided to hold the next meeting at Partridge Hill, on May 26th. A paper upon High School subjects will be presented by Mr. Anderson.

An enjoyable hour was spent at the table of Mr. and Mrs. Griffin, there being no lack of discussion, either of topic or viand.

DRUMHELLER

The Drumheller local of the Alberta Teachers' Alliance held its regular monthly meeting on Saturday, April 18th. At 12:30, twenty-four teachers met in the Whitehouse Grill at luncheon, following which a meeting was held in the banquet room downstairs.

The president, Mr. J. M. F. Smith, occupied the chair. In a few appropriate remarks he extended a welcome to the visitors present, including teachers from Rosedale and Midlandvale. Mr. A. J. Heywood, member of the Provincial Executive of the A.T.A., gave an interesting report on the work of that body during the past year, and Miss Vera

Rosaine, the official delegate to the Edmonton convention, also gave a report.

The election of officers for the coming year was discussed and plans were laid for the next meeting to be held in May. A pleasant feature of the gathering was community singing with Mr. D. R. Johnson at the piano. At the conclusion of the meeting a few of the teachers adjourned to the "Little Jimmy Course" for a round of miniature golf.

Those present included: Miss Tingle and Miss Woodlock (Rosedale); Miss Richards, Miss Thompson and Mr. Stevenson (Midlandvale); Miss A. Barlow, Miss H. Barlow, Miss Dawson, Miss Ilsley, Miss King, Miss MacVeigh, Miss McDonald, Miss Page, Miss E. Strong, Miss Sinclair, Miss Walker, Miss McPherson, Miss Hudson, Miss Rosaine, Mr. Bryant, Mr. Heywood, Mr. Johnson, Mr. Smith, Mr. Wootton.

Everyone regretted the absence of our press representative, Miss Coleman, who is at present in the hospital suffering from a serious accident.

Correspondence

THE CANADA SCHOLARSHIP FUND

Editor, A.T.A. Magazine.

Dear Sir:

I noticed with some surprise the letter of "A Teacher" with reference to the "Canada Scholarship Fund" of \$600,000, of which half is to be raised in the Dominion. With even greater surprise I noticed the implied approval in your own comment: "Many teachers will agree with the sentiments expressed therein."

The University calendar informs me that fifteen men of Alberta have already received Rhodes Scholarships to the value of (approximately) \$5,800 each; and another Rhodes Scholar will be on his way to Oxford this fall. Alberta alone this year is receiving through the bequest of a great Englishman the interest upon \$100,000, and has been doing so for fifteen years or more, without any audible protest from anybody.

So much for the money consideration. As for the complaint against crowding out our own youth with British boys, let us exercise a little sense of values. The interest upon \$600,000 at the safe old five per cent is \$30,000. If that sum is awarded in scholarships to the annual value of \$500 tenable for three years, it will bring into our great Dominion 20 British boys per year. What a menace! At that rate of admission it would take Alberta a good many years to reciprocate the hospitality already enjoyed by our boys at Oxford.

Admitting that the present plight and immediate outlook are black for many of us, I would urge that we look deeper for causes and remedies than your correspondent appears to do, and that we base our reaction towards such a proposal as the "Canada Scholarship Fund" upon sanity rather than panic.

I am almost tempted to suggest that the Alliance make a contribution to the fund, but being myself an Englishman, I forbear.

Yours, etc.,

A. J. H.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



EXECUTIVE OF THE A.T.A., 1931-32

President..... C. O. Hicks, M.A., 10611 112th St., Edmonton
Vice-President..... D. L. Shortliffe, M.A., 11722 96th St., Edmonton
Past President..... R. D. Webb, 932 18th Ave. W., Calgary

DISTRICT REPRESENTATIVES

City of Edmonton..... G. A. Clayton, 11149 84th Ave., Edmonton
City of Calgary..... H. G. Beaumont, B.A., 131 Eighth Ave. N.W., Calgary
Northern Alberta..... A. H. Clegg, R.R. No. 1, Fort Saskatchewan
Central Alberta..... John E. Appleby, Camrose
S.W. Alberta..... Geo. Watson, 1409 Ninth Ave. S., Lethbridge
S.E. Alberta..... A. J. Heywood, B.A., Box No. 434, Drumheller

GENERAL SECRETARY-TREASURER

John W. Barnett, Imperial Bank Building, Edmonton

ASSISTANT SECRETARY: Miss M. K. Benham.

SOLICITOR: Geo. H. Van Allen, K.C., National Trust Bldg., Edmonton.

The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

SUBSCRIPTION: Members of A.T.A.	- - -	\$1.00 per annum
Non-Members	- - -	\$1.50 per annum
Members of the A.S.T.A.	- - -	\$1.00 per annum

VOL. XI

EDMONTON, MAY, 1931

No. 9

BLAIRMORE S.D. No. 628

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

BOWDEN S.D. No. 302

WILLOW RANGE S.D. No. 2888

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to:

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance, Inc.,
Imperial Bank Bldg., Edmonton.

TABLE OF CONTENTS

	Page
Fourteenth Annual General Meeting.....	1
President's Report.....	2
Report of General Secretary.....	6
Marginalia—C. Sansom, Ph. D.	11
Declaration of Principles to Govern Teacher and Professional Organization	12
Educational Research Department.....	13
Local News.....	15
Correspondence	15
Editorial	16
The Easter Session, Provincial Executive Meeting.....	19
Heard in the Legislature During the Discussion on the School Bill	20
The World Outside.....	21
Our Teachers' Helps Department.....	24
Alberta School Trustees' Magazine.....	33

Editorial

THE FAMILY CAT

THE statement of the Minister of Education, delivered at the recent Convention, and that of a member of the Legislature during the debate on the School Bill, both implying that Clause 6 was responsible for the long drawn-out battle in the courts (presumably the Athabasca case) can not be allowed to pass unchallenged. Familiarity with the evidence, the pleadings and the judgment at the trial could leave no other conclusion than that, apart from the fact that the Athabasca case did not comply with Clause 6, the teacher had other unquestioned grounds for entering action for breach of agreement. The teacher concerned did not receive the 5 days' notice provided for in Clause 6—that is true—but (mark this fact) neither did he receive any other notice, *not even the 30-day notice of termination of agreement* which would be necessary in any case. Another teacher was hired in his stead, the Athabasca School Board knowing full well at the time this appointment was made that the plaintiff teacher had not received either the 5-day or the 30-day notice.

* * * *

THE fundamental question in the Athabasca case was this: "Must the Minister be appealed to in all cases where the services of a teacher were being discontinued by a School Board, whether upon thirty days' notice of termination of agreement properly given, or same as when the teacher is dismissed for 'gross misconduct, neglect of duty or neglect or refusal to obey a lawful order of the board'?" In support of this contention we quote from the pleadings of the defendant School Board:

"The defendants further plead that the plaintiff herein not having made an appeal to the Minister of Education . . . the defendants herein are not liable in any sum whatsoever."

The judgment of Mr. Justice Ives, the trial judge, leaves no shadow of doubt that it was this plea that decided the issue in that court; in fact the Athabasca School Board abandoned every other plea. His Lordship found:

"That the plaintiff was dismissed by the Board, and I think that under the authority of the Murray and Ponoka School District I am bound to hold that his next step before coming here was to appeal to the Minister. The action will be dismissed."

* * * *

TO cite the Athabasca case as an example of litigation resulting from unsophisticated school boards, unappreciative of legal terms and phraseology, being penalized for their non-observance of a technicality, is altogether wide of the mark. The Chairman of the Athabasca School Board testified under oath that he was a barrister, thoroughly familiar with Clause 6, its full significance and the way in which the courts of Alberta had interpreted it from time to time.

POOR Clause 6! Like the family cat, it seems to be blamed—yea, condemned!—for everything. Surely it is not justice to sentence Tom merely upon hearsay or on an assumption that he *must* have been snooping around somewhere when the tray was upended or when the dishes tobogganed off the shelf in the larder. "If Tom didn't do it, whom else could be guilty?" is hardly a logical conclusion justly arrived at. However, evidently it must so be: retribution demands that, for his own shortcomings, and maybe for those of others, he shall be hanged by the neck until he is dead.

I HEARD THAT

WHEN Clause 6 was being debated in the Legislature, one member informed the House that he understood that a case had gone to the courts where a School Board had "slipped-up" on the technical interpretation of "Five clear days' notice," and the member then asked Mr. Gibbs to answer whether such was the case. Mr. Gibbs could not satisfy the query, and the Alliance is in exactly the same position. We may say, however, that the Alliance has never sponsored any such case in court where the technicality was involved as to whether a "five clear days'" interval requires six days between dates (e.g., the period between the 6th and 12th instant) being analogous to the six posts in line being required to mark off five spaces. We do not imply any sinister motive on the part of the M.L.A. to give Clause 6 a nasty knock; still it did real damage where it could tell most, for its effect obviously biased the minds of the members of the Legislature when the time came to say "Aye!" or "Nay!" to Mr. Gibbs' amendment to incorporate Clause 6 in *The School Act*.

EXIT CLAUSE SIX

IN spite of inferences to the contrary, the main tendency of the Department of Education seems to be to insist more and more upon a greater measure of governmental control of schools and a corresponding narrowing down of the powers of school boards. It was apparent that the debacle experienced by the so-called *Baker Bills* was largely due to apprehension on the part of the public that the fundamental privileges of school boards were being encroached upon and the real power, apart from actually raising the money to support the peoples' schools, was being taken over by the Minister. It is to be noted that the *Baker Bills*, insofar as the teachers' agreements are concerned, in effect have been "put over." Yes, in certain respects the new legislation goes even further. Under the *Baker Bills* school boards were left free to "hire and fire" teachers; but since the Superintendent of School Boards was to be appointed and paid by the Department of Education it did mean, naturally, that these officials would have the major say in the dismissal of teachers by the Divisional Boards. Nevertheless,

the School Boards were finally responsible without any legal impediments whatsoever to exercise their own discretionary powers as to which teachers would be retained at any and all times on their staff, in spite of any recommendations to the contrary of the Departmental supervising officers.

* * * * *

The new Bill (Section 157) provides as follows:

"Subject to the conditions hereinafter set out in this section, either party thereto may terminate the agreement of engagement between the teacher and the Board by giving thirty days' notice in writing to the other party of his or its intention so to do:

"Provided always

- "(a) That except in the month of June no such notice shall be given by a Board without the approval of an Inspector previously obtained.
- "(b) That except in the months of June and July no notice of the termination of a contract shall be given by a teacher without the approval of an Inspector previously obtained.
- "(c) That any such notice may be given either by delivering the same to the person to whom it is addressed or sending the same in a duly addressed and prepaid cover by registered mail, and in the latter case the notice shall be deemed to have been given upon the day on which it is mailed.
- "(d) That a teacher may notify the secretary of a post office address to which any notices may be sent and in that event all notices shall be sent to that address, but if no such address is furnished to the secretary, any notice sent by mail shall be deemed to have been duly addressed if addressed to the teacher at the last known post office address of such teacher."

* * * * *

APERUSAL of this new proviso will show that *A PERUSAL* of the *Baker Bill*, "and then some," has actually been put into effect insofar as school boards and teachers are affected. In its final analysis it means that except during a certain period of the year, the contractual rights of the parties to the agreement, school board and teacher, are taken away from these contracting parties and vested in the Inspector of Schools. It means that a large city board, say of Calgary or Edmonton, finding a member of their staff during the year (except June) obviously delinquent in duty, unsuitable or inefficient, must needs ask the Inspector whether or not he will permit the school board to give the teacher 30 days' notice.

* * * * *

THE Minister of Education has made a statement to the effect that the Executive of the Trustees' Association asked for the change. If they really foresaw its implications and legal effect, we can not understand the representatives of the Trustees of the Province either suggesting or acquiescing in a restriction of a fundamental contractual right previously exercised. The A.T.A. has never asked that the discretionary powers of school boards be thus restricted. We feel that it is a step backward and sooner or later will be the occasion of all kinds of trouble. The A.T.A. has never deviated from the stand that the autonomous powers of school boards and teachers regarding contracts should be safeguarded. We have always felt that some other body—an impartial body—should be given power to step in

only when a school board was obviously acting in bad faith and therefore outside their statutory powers. A few quotations from an important judgment delivered in the Court of Appeal in England, will drive home more forcefully just what we mean:

"The Appellants (The School Board) do not contest the proposition that where an authority is constituted under statute to carry out statutory powers with which it is entrusted, there are cases which show that if any attempt is made to exercise those powers corruptly—as under the influence of bribery, or *mala fide*—for some improper purpose, such an attempt must fail. It is null and void."—SIR ERNEST POLLOCK, Master of the Rolls.

"It may be also possible to prove that an act of a public body, though performed in good faith and without taint of corruption, was so clearly founded on alien or irrelevant grounds as to be outside the authority conferred on that body, and, therefore, inoperative. It is difficult to suggest any act which would be held *ultra vires* under this head, though performed *bona fide*. To look for one example *germane* to the present case I suppose if the defendants were to dismiss a teacher because she had red hair or some other equally frivolous or foolish reason, the Court would declare the attempted dismissal to be void."—LORD JUSTICE WASHINGTON.

"If it were proved that the local authority had acted corruptly or *mala fide*, that is, for a purpose other than that for which their powers were entrusted to them, then the courts would be entitled, and, indeed, found to hold that the action so taken was outside their statutory powers and was void."—LORD JUSTICE SARGENT.

* * * * *

THE real boon to the teacher from Clause 6 of the prescribed form of agreement, was that a school board was obligated to discuss their reasons for desiring to terminate the agreement. It did not take away the right of the board to terminate, as is now the case; it merely provided an opportunity for placing the teacher, parents and ratepayers in a position to question whether or not the school board were acting upon "alien, personal or other irrelevant grounds"—whether or not they were acting *bona fide* or *mala fide*; or whether or not their contemplated action was based upon an honest endeavor to fulfil their trust to operate the school in the best interests of all concerned, especially the pupils. The question then arose: "Suppose there were strong suspicion arising from the discussion at the meeting that the Board were acting for personal or other irrelevant grounds—'outside their statutory powers,' what would the remedy be?" Unfortunately the policy of the Minister has had the effect of forcing the teachers to invoke the courts. It was not our desire so to do and never had been. We had no obsession to spend money on court costs or lawyers' bills. For years past we have urged that the one remedy to avoid court action was to give a Board of Reference power to render void a termination of a teacher's agreement, when such termination was based upon "irrelevant or alien grounds." This has actually been provided for in British Columbia and it works out the same way in Saskatchewan.

* * * * *

IT seems to us that the previous stand and the recent action taken by the Minister regarding this whole question are incompatible, one with the other.

That is to say: (if we understood him aright) he first took the position that he could never recommend to the Legislature a provision whereby the action of a school board, a publicly elected authority, could be reversed; now at one "fell swoop" he has had placed on the statute books a provision whereby a school board cannot terminate an agreement without the approval of an Inspector. Surely it would be nothing more than a mere play upon words, a petty quibble, to argue that the necessity for "the approval of an Inspector" is anything other than a one hundred per cent. adoption of the principle of reversing the decision of school boards and withholding from them power to exercise their discretion unfettered.

* * * * *

THIS question has placed the Alliance and School Boards in a most difficult position, in that our good friends the Inspectors are drawn in, those with whom we neither have any quarrel nor feel any desire to criticize. However, apart from the fundamental question involved respecting the abrogation of contractual rights of school boards and teachers, the fact remains that Inspectors should not be called upon to take the place of judges. They are trained to be administrative officers, not adjudicators. Of course, if investigations by them are held unnecessary when the matter of "firing" a teacher calls for approval, then the obvious conclusion is inescapable that neither the viewpoint of teacher nor school board is of much account and that the Inspector's impressions or knowledge of the teacher and school board obtained from his official half-day visit as Inspector to the School need not be extended or amplified. It is an established fact that no judge will hear a case when he has previously had personal touch with the parties concerned relative to the points possibly involved in the trial. In every such case another judge takes charge of the hearing. Neither are jurymen ever allowed to serve when contacts of this kind are known—even suspected. This forcing an Inspector to adjudicate upon a teacher when he has previously passed judgment upon him—whether for or against—is embarking upon a grave departure from sound procedure. Again, when a judge has delivered his dictum he is forever "through" with that particular case. In case of a re-trial or an appeal another adjudicator deals with the case.

We reiterate the following, therefore:

"The enactment whereby the Inspector is made the arbiter in all cases where dismissals of teachers are contemplated during the academic year will be found inadvisable for the following reasons:

"1. It is very seriously questioned whether the Inspector is the right person in whom the power should be vested to reverse the decision of school boards in cases of dismissal, although his evidence respecting the efficiency of the teacher would be invaluable to a Board of Reference.

"2. Without desiring in any way to cast reflections on the Inspector Staff as such it is contended that they are not trained for taking charge of investigations of this kind nor for sifting evidence.

"3. An efficient Inspector would necessarily be more interested in filling the schools in his district with teachers of capacity than seeing that individual teacher's and board's interests and contractual obligations were fulfilled.

"4. An important function of an Inspector, we suggest, is to take the line of least resistance consistent with his dignity and efficiency; that is to say, he must, as far as possible, avoid clashes with either school boards, ratepayers, or the teachers under his supervision. Every case referred to him would result almost inevitably in someone being disgruntled at his decision. As time passes and more and more cases are referred to him, discordant elements would increase in ever-widening circles, rendering the Inspector *persona non grata* with a considerable number of persons with whom his duties brought him into contact, making his position unenviable, to say the least.

"5. With the multitudinous duties now devolving upon the Inspector this added duty would be a real burden and every investigation would be a serious break in his itinerary of inspection and supervision and a dislocation of his routine duties which constitute his primary necessity for existence as an official of the Department of Education.

"6. The five-day notice procedure as called for in Clause 6 of the prescribed form of agreement obviates unnecessary appeals to the Board of Reference. We think that teacher and board should first get together and endeavor to arrive at a settlement. The result of this meeting would show whether either or both parties should invoke the Board of Reference."

THE EASTER SESSION PROVINCIAL EXECUTIVE MEETING

The year-end meeting of the 1930-31 Executive was held prior to the Annual General Meeting, and was devoted almost entirely to making and completing arrangements for this meeting and finishing up a certain amount of routine work.

Following the close of the Annual Meeting, the new Executive held three sessions to organize the work for the coming year. The first item of business was to appoint Mr. H. G. Beacom, of Calgary, to the office of district representative for that city. (The results of the election are given on page 1 of this issue).

Appointment of Committees

Finance—Messrs. Clayton and Clegg (Executive members).

Law—The whole Executive.

Publicity—Chairman, D. L. Shortliffe (Executive); Miss Mary R. Crawford, Edmonton; Miss Edith Patterson, Calgary; F. Speakman, Calgary; H. C. Pannabaker, Calgary; all members of the Executive, with special responsibility upon Messrs. Appleby, Heywood and Watson.

Pensions—Chairman, R. D. Webb (Executive); Messrs. M. W. Brock, Calgary; Miss L. M. Bell, Edmonton; A. H. Clegg (Executive). Other members of the Executive are members of the Pensions Committee *ex-officio*.

Examinations—Chairman, H. G. Beacom (Executive); Messrs. J. D. Ferguson and W. G. E. Pulleyblank, Calgary; Miss M. B. Moore, Calgary, and Miss Mary R. Crawford, Edmonton.

Curriculum—Chairman, D. L. Shortliffe and H. G. Beacom (Executive members).

Educational Research—Chairman, C. O. Hicks (Executive); Dr. M. E. Lazerte, Edmonton; Dr. C. B. Willis, Edmonton; Dr. C. Sansom, Calgary; A. E.

Rosborough, Edmonton; M. L. Watts, Calgary; Wm. Wallace, Campsie; Miss Mary Fowler, Medicine Hat.

Salary Committee (C.T.F.)—Chairman, G. A. Clayton (Executive), and Mr. E. Garlough, Edmonton. This committee was appointed to co-operate with the Province of Manitoba, which is making a survey on salaries for the Canadian Teachers' Federation.

Organization—It was decided to concentrate upon the organization work, and considerable time was devoted to ways and means of meeting this situation. The general plan evolved was to form a sort of advisory council of six or seven men in each geographic district, under the chairmanship of the district representative for the district, who, in turn, would be responsible to the Provincial Executive. The main function of this advisory board would be to organize and co-operate in the formation of local organizations of the A.T.A. in any feasible centre, for it was felt that the A.T.A. Local would fill a long felt need in some centres by providing means for the teachers to meet each other and discuss professional problems and enjoy some social life together. A committee was also appointed to compile material and revise the material on hand for the use of locals and instruction of persons co-operating in the work. Mr. A. J. H. Powell, of Edmonton, was appointed to the chairmanship of this committee, assisted by Messrs. Clegg and Clayton of the Provincial Executive.

The following advisory committees were appointed:

Northern Alberta—A. H. Clegg (Executive), chairman; Harold Robison, McLennan; R. A. Peterson, Edson; R. E. Shaul, Radway; T. J. Dwyer, Derwent; E. M. Sanderson, Clyde; Lewis Evans, Minburn; O. P. Thomas, Holden.

Central Alberta—J. E. Appleby (Executive), chairman; R. V. McCullough, Wetaskiwin; W. K. Gish, Stettler; E. DeBow, Carstairs; Geo. H. Lambert, Czar; Rev. J. Steele Smith, Acme.

South-West Alberta—Geo. Watson (Executive), chairman; James A. McKay, Macleod; O. J. Kirk, Claresholm; J. F. Swan, Warner; M. D. McEachern, Bellevue; R. I. Baker, Champion; S. H. Crowther, Strathmore.

South-East Alberta—A. J. Heywood (Executive), chairman; A. W. Prime, Hanna; A. McEachern, Medicine Hat; F. W. Y. Wootton, Drumheller; J. A. Richardson, Cereal; John P. Watson, Grassy Lake.

The duties of the various committees are more or less self-evident, but they might be summarized briefly as follows: *The Finance Committee* is empowered to check over all accounts and expenditures of the central office, to recommend and pass upon capital expenditures, which are later referred to the Executive as a whole for ratification, and to deal with all matters relating to expenditures and finance referred to them by the central office. *The Law Committee* passes upon all disputes and difficulties of members referred to them for recommendation and legal action. *The Publicity Committee* is appointed to compile and prepare and edit material for insertion in the press, and for the organization of material for Alberta School Week, with the aim in view of educating the public and keeping them informed upon educational affairs and to stimulate a spirit of co-operation in public, parents and school

workers in the matter of education. *The Pensions Committee* exists to keep abreast on the matter of pensions and pension schemes and prepare material for the use of delegations, etc., in dealing with pensions. *The Examinations Committee* is intended to supervise the obtaining of the opinion of the teachers of Alberta in regard to matters pertaining to examinations and to crystallize same for the guidance of our representative on the University Matriculation and High School Examinations Board. *The Curriculum Committee* is appointed to do the same in regard to matters pertaining to curricula for the guidance of our representative on the Curriculum Committee. *The Educational Research Committee* is appointed to carry on investigations, and to obtain material and prepare it for publication in this section of the *A.T.A. Magazine*, so that the teachers may keep informed on what is being done in this line of endeavor. This committee has not yet had opportunity to get together and organize its work and activities for the coming year. All members are requested to co-operate with this committee, as with all others, and send in material to any member. Any member interested in carrying on Educational Research is earnestly requested to get in touch with the chairman of this committee. In fact, we feel sure that the chairman of any committee would appreciate the co-operation of any member interested, or any suggestions or comments and criticism of a constructive nature.

The balance of the session was devoted to routine business, consideration of law cases, etc.

HEARD IN THE LEGISLATURE DURING THE DISCUSSION ON THE SCHOOL BILL

A LENGTHY discussion took place with respect to fees for pupils from rural areas attending high school in towns and cities. Mr. Falconer, Athabasca, felt that a larger contribution than thirty dollars per year per pupil should be made. The Edmonton School Board charges all rural pupils who come to the city to attend high school, the sum of seventy dollars per annum. Mr. Miszkew, Victoria, was of the opinion that the difference between thirty dollars and the amount charged by the cities should be paid out of grants to be made for that purpose by the Provincial Department of Education. Mr. Matheson, Vegreville, agreed with the Minister of Education that the larger administrative unit provided the necessary remedy for high school accommodation for rural pupils and that the people would sooner or later adopt this system.

With respect to the duties of Inspectors, Mr. Falconer suggested that it might be advisable to outline and insert them in the Act. The Minister replied that Inspectors were civil servants and doubted whether the Act was the proper place to set out the duties of an Inspector. Mr. Laing, Medicine Hat, made a strong plea for an extension of the high school work to include the first two years of University work, where so desired, and moved the following amendment to *The School Act*:

"Subject to the approval of the Minister the Board of every district shall have power to offer at its high school, courses in the work of a University grade, not in advance of that commonly accepted for credit for the first two years of an Arts Course of the University of Alberta.

"And further shall be entitled to receive grants under *The School Grants Act* in respect to the same."

"And further shall be entitled to fix and exact such fees as may be approved by the Minister covering instruction afforded to students pursuing the course prescribed for the second year of the Arts Course."

The Minister suggested that the amendment should be stood over till next year to give an opportunity for him to take up the matter with the Senate of the University in order to obtain the views of that body on the subject. This action was supported by Mr. Gibbs and was approved by the House.

Mr. Giroux, Grouard, expressed the opinion that provision should be made for dormitory schools in certain districts and moved an amendment to the effect that the grant paid for the conveyance of children to consolidated schools should be paid equally to schools which established a dormitory in lieu of conveyance. This idea was supported by Mr. Gibbs but was opposed by the Minister and the amendment was lost.

The section dealing with the engagement and dismissal of teachers caused some debate.

Mr. Gibbs moved an amendment to Section 156 (1) to the effect that Clause 6 of the contract should be included in the Act. The member for Edmonton very ably championed the cause of the teacher in his remarks to the House. The Premier, however, was of the opinion that the inclusion of this clause in the Act would entail a large amount of litigation owing to various school boards not giving the proper notices in proper form.

Mr. Howson supported Mr. Gibbs in his argument as did also Mr. Giroux, but the amendment was lost.

The Premier made the suggestion that possibilities for a more satisfactory method of terminating an agreement should be explored rather than having the suggested clause involving the "Five days' notice" included in the Act, thus making it mandatory to all school boards.

Board of Reference

Mr. Gibbs suggested that the Board of Reference should consist of one person instead of three. He also moved an amendment to Section 160, Clause 5, dealing with the report. The amendment read as follows: "Omit Clause 5 and substitute the following: 'The report of the Board of Reference, acting under any reference by the Minister as aforesaid, may be enforced as an award on a submission, under The Arbitration Act and amending Acts.' Also add: 'Any steps or proceedings which may have been or shall be taken by any party or parties to such dispute or disagreement leading to the termination or cancellation of any teaching contract between said parties shall be stayed pending such enquiry and until the Minister shall have transmitted a copy of the said report to each of the said parties.'"

The amendments after some discussion were lost.

Another amendment to Section 161, Clause 3, makes the salary due on the last day of each month.

A further amendment to 163 provided for a dental practitioner being able to give a certificate to a teacher as well as a medical practitioner.

(See Report of the General Secretary, Page 9)

The World Outside

Current Events' Committee

J. D. FERGUSON, M.A., Director

MISS ANNIE CAMPBELL

MISS R. J. COUTTS

Building a Nation Anew

When Queen Isabella pawned her jewels to outfit the great adventurer into unknown seas, she determined the speech of future populations of vast areas of the new world. Three languages dominate the continents that the voyages of Columbus and Cabot unrolled, with a fourth holding equal place with our own in Canada. With the speech is transplanted in no small measure the culture of the people from which it came. Spain proved a narrow-visioned and self-centred foster-parent. Suppression and repression of the native peoples was the policy practised, and exploitation for the enrichment of their Spanish masters. These masters had an eye to discern the material wealth that lay in the land and its mines, but were oblivious to the potentialities of the people whom they brought under their sway. It is not surprising then that the early years of the 19th century saw the colonies revolt from the Spanish rule. The 17th of December, 1930, marked the centenary of the death of Bolivar, the great Liberator from the yoke of Spain. Mexico, too, had her fight for freedom which was accomplished almost ten years before the death of the great hero who freed the six northern nations of the South American continent.

But independence did not mean peace. Conflict followed conflict, and the years piled up before the benefits of this freedom began to seep through to the native and submerged mass of the Mexican population. In the year 1873, the rule of Diaz brought stable government. During his regime great material progress was made. The railway mileage increased from a meagre 430 to 25,000. Foreign trade multiplied ten times. Industry made advance with great strides. Between 1870 and 1909 nearly a billion dollars of gold was mined in Mexico. The modern harbor of Vera Cruz was finished in 1902. Oil, at the close of the Diaz administration, was a growing industry. Attention also was given to education, but progress in this direction was confined to the cities, especially the capital. The well-being of rural communities did not seem to be worthy of consideration. The national consciousness did not include the economically unfit. The Indian was outside its circumference. And by an act of Diaz, the agrarian laws deprived him of the communal lands to which previously his right had been unquestioned. This action while enriching the land owners reduced the Indian to a condition of serfdom. This pitiable plight of the masses led to the social revolution of 1910.

It was not until about 1920 that the agrarian laws, returning the ejidos or communal lands to the Indian villages, were made effective. Then, too, an educational program was formulated. It was the first definite and determined effort on the part of any Mexican administration to include the Indian as an integral part of the Mexican nation, and to lay plans to incorporate him into the national consciousness. It was now begun to be realized that this race, too, had a contribution to make to the

national life; and that the leaders of the nation had a responsibility for and duty to perform to those people to whom hitherto justice and equal dealing had been denied. A great step forward was made in 1924, when 960 schools, "many of them large and conspicuous buildings," were put up in rural communities, mainly for the instruction of the Indians. This new educational program marks the beginning of a conscious effort on the part of the administration to include the Indian people, which comprise about two-thirds of the population of Mexico, in any program of national construction.

The first university on the North American continent was in Mexico. In Mexico are to be found some of the very finest schools. But these schools have been for the white or near white people; for the well-to-do; for the intellectual elite; and this minority had been governing Mexico during the century that had elapsed since Spanish domination. This ruling caste are really foreigners to the great masses indigenous to Mexican soil. Theirs is a culture foreign to about 75 per cent. of the people over whom they have ruled. Theirs is a culture in which the native races could have little share. To this ruling caste the ideal was a European culture of the Nordic type. To receive appreciation the native Indian must conform to this model. That meant it must be a grafted product, not a natural growth.

The present educational program, to use the words of the Assistant Secretary to the Ministry of Education, is constructed with the idea of "incorporating the Indian to civilization, and of incorporating civilization to the Indian." The aim is to build up a culture which will be a synthesis of the Indian inheritance with the European contribution.

Of the Mexican Indian, Senor Motzes Saenz, recent Under-Secretary of Education, Mexico, says: "In spite of all kinds of adverse conditions, in spite of repression almost unbearable, in spite of four hundred years of exploitation, in spite of neglect, in spite of everything negative, the Indian has kept his virtue and his latent powers; and no sooner do you give it the slightest chance but this magnificent wealth springs out."

In the program the Mexican Ministry of Education has launched, one sees nothing less than a conscious effort to develop a new national culture on Mexican soil. A culture produced by the amalgamation of the racial inheritance of an ancient civilization with the imported Latin European strain. The creation of a new type, the Indo-Latin type, which will be a blending of these two main streams.

This is a dream of the future, but there is experience on which to found such a dream, and give hope for its eventual realization. In 1925, the University of Mexico opened as an extension work, open-air schools of painting. To these came children, especially Indian children. The work obtained through these schools was simply marvellous. The exhibition of this work was a revelation to all. A free school of sculpture also was opened with the

same surprising and captivating productions by native Indians. Again there was the founding of a popular school of music, to which thousands of the Indians and Mestizo, with a high proportion of Indian blood, came every night. I quote the words of Motse Saenz, at the World Federation of Education Associations, in Toronto in 1927: "After a year and a half of work they have gone as far as singing Beethoven's Ninth Symphony, playing in the orchestra and singing the choruses, these Indian workmen, showing the inheritance of an amazing artistic quality in this line."

During the years 1924-5-6, the Ministry of Education in Mexico established an average of one thousand one-teacher schools per year in rural districts. In these schools they are striving to reach not only the children, but the adults. In 1927, illiteracy was quoted by the Minister as sixty-three per cent. Of schools established since 1927, I have not the figures. Forty per cent. of the state budget and eight per cent. of the Federal is spent on education.

The Ministry of Education has erected twenty rural Normal schools (these figures are also for 1927) in twenty rural communities. It was thought that youthful teachers trained in large urban centres would hesitate to go out to Indian villages, where the comforts and amenities of city life were practically unknown. Hence teachers are trained in rural localities that need their educational labors. To spend week-ends in Indian villages talking to the people on sanitation and other topics suggested by the people's needs is a part of the training they receive. While they are teachers in training they are required to share in the work of diverting the stream of the white man's civilization to the mountainous regions where the Indian dwells hitherto untouched by its beneficent gifts. The rural teacher in the Mexican system is the agent of civilization, in many cases the only civilized person in the village. He has, therefore, very varied duties devolving on him. He or she must, on occasions, be nurse, doctor, preacher, sanitary instructor and what not. He must demonstrate better methods of farming, must teach them how to build better houses. Some of the people have not yet windows in their homes. He must be much more than a teacher; he is an instructor in the art of living.

Operating under the Department of Education is the Cultural Mission Movement; not so-called because it has any religious body behind it, but because of the spirit which animates its efforts. Its membership is composed of people interested in, and experts in education, in agriculture, and in social re-construction. They go out to rural communities. Upon reaching the village where a rural school operates, they gather the teachers of the region together and hold a conference. Their approach is always through the practical. Something very simple that the unschooled can understand. Such agencies give invaluable aid to the civilizing work of the rural school and its devoted teacher.

A most delightful account of the opening of a rural school in Mexico is given in the Bulletin of the Pan-American Union, October, 1930, number. It is written by the lecturer on Pan-American relations, Extension Division of Columbia University. The writer had accompanied the Minister of Education, Señor Aaron Saens, and the Director of Rural Education, to be present at the inauguration of one

of the rural schools. He tells of what he saw on that trip. The article bears the title "A Glimpse of Mexico's Rural Schools." It is an inspiring story. A young girl of about twenty was the teacher, the leader in the community, and the master of ceremonies. She had only six years common school training, besides her Normal course, but she must have had a very high grade of native talent and an unusual personality. During the meal, which was served under the direction of the young teacher, the visitors were entertained by three different orchestras—one trained by the remarkable little teacher, an Indian group, who played weird old airs, soft and appealing; the second, which received training at the rural Normal school, gave music inclined to be classical; the third, under a wandering musician from the capital, more of the jazz quality.

In the Alberta Public School Geography, which is the text book in the public schools, under Mexico, are the following lines: "A large part of the population of Mexico is made up of the peons, or laboring class. The peons are poor, lazy and ignorant." It is time to delete that characterization from our text book. To describe a whole class, including millions of people, in such terms, is unkind, unfair and untrue. Besides, to, generalize so is indulging in a loose habit of speech that every one should avoid. It is not a good example for our pupils.

* * * *

At the second annual meeting of the Pedestrians' Association, held recently in London, a resolution was passed setting forth the need of an organization for protecting the rights and promoting the safety of pedestrians. It was stated that two persons were killed daily while walking on the sidewalks, and that a daily toll of nineteen lives is being taken on the roads throughout the United Kingdom. One of the suggestions made was that more footpaths should be laid out, possibly inside the hedges bordering the country roads, and that the cost of the footpaths and their upkeep should be a charge on the Road Fund. Viscount Grey sent a message to the meeting stating his conviction that "walking is the most ancient and the most honourable method of locomotion, and the one that is entitled to most consideration and respect." It is probably in Germany that walking is now getting more consideration and respect than in any other country, owing to the great German Youth Movement. The membership of the movement is now about 300,000, with hostels in 2,000 German towns, and at these hostels good food and lodging may be had at a very cheap rate. As a result, it is possible for people with very little money to tour Germany afoot, and to come back from a holiday taken in this way, improved in health and with an intimate knowledge of the district through which they have walked.

* * * *

People interested in education would learn with regret of the recent death at Harrow, England, of Margaret McMillan. Perhaps she was best known as the founder of the Rachel McMillan Nursery School at Deptford, a school famous among teachers and other educationists throughout the world. She was for a number of years a member of the Bradford School Board and it was largely owing to her determined and persistent efforts that medical inspection was introduced into the schools. Her whole heart was in the cause of improving the health of school children, and her clinic at Deptford became a model for school clinics elsewhere. Like all reformers she

had to work against the greatest prejudice and opposition, but finally succeeded in having *The Medical Inspection of Schools Act* placed upon the statute books.

* * * *

In her book, "The Strange Necessity," Rebecca West has an essay called "Uncle Bennett," which begins like this: "All our youth they hung about the houses of our minds like uncles, the Big Four: H. G. Wells, George Bernard Shaw, John Galsworthy and Arnold Bennett. They had the generosity, the charm, the loquacity of visiting uncles." Death has removed the fourth uncle. Arnold Bennett died of typhoid fever at his home in London on Friday, March 27th. Writing of him in the *Observer*, Gerald Gould says: "When a great man dies, even those who never knew him in life endure a personal loss and there is diminution of the common air. Arnold Bennett's death has come heavily upon us with that indication of greatness. Nobody given to the virtue of reading (and more and more we are a nation of readers) can fail to feel, in a world that must not now expect new utterances from that prodigious energy, a sudden smallness and emptiness. Here was, and is no longer, a great figure in the third great age of one of the greatest arts. We do not yet know how to place him amid the confusion of the centuries; but we are sure that his fame, based upon a true and deep understanding of the human spirit, will survive the impertinences of changing fashion. Death comes partnered with immortality. Here was a great figure—and is still."

* * * *

According to information sent out by the Russell Sage Foundation, New York, a sum in excess of

McGILL UNIVERSITY

School of Physical Education

A two-year Diploma Course in the Theory and Practice of Physical Education.

Women Students only admitted for Session 1931-32.

SPECIAL RESIDENCE

SESSION BEGINS MIDDLE OF SEPTEMBER AND ENDS IN MAY.

For Special Calendar and further information, apply to the

SECRETARY

Department of Physical Education,
McGill University, Montreal, Que.

\$8,000,000 was distributed by private charitable organizations to destitute people in eighty of the cities of Canada and the United States during the month of December. This sum was direct relief by these private organizations, and had no connection with the wages paid by governments or other public bodies for special work for the unemployed. It is a great sum of money to be distributed in one month, but as there are between six and seven million unemployed persons in the United States and Canada, it would take a great sum to provide them and their families with even the bare necessities of life.

TEACHERS INTERESTED IN NEW CANADIAN WORK PLEASE NOTE!

In 1927 the Imperial Order of the Daughters of the Empire offered a bonus to any teacher engaged to teach in a New Canadian School who attended the Summer School and took the course there instituted to cover the problems incident upon assimilation of our foreign born settlers of Alberta. This bonus or scholarship is still offered to the teaching body. A special prize of \$150 is also offered to each of a limited number of teachers who have been recommended by their Inspectors as having done special work on assimilation lines apart from, as well as including, the regular curriculum.

It may be interesting to note that teachers who took the Summer School Training Course for New Canadian work, are this year recommended by their Inspectors for consideration in the \$150 special prize. Last year three teachers won this prize: Mrs. M. Lincke, Warwick; Mrs. Alberta Emery, Raymond; and Mr. W. P. Hargrave, Ispas; \$150 each.

Applications should be mailed to Mr. G. F. McNally, Department of Education, Legislative Buildings, Edmonton.

ARE
YOU
IN
GOOD
S
T
A
N
D
I
N
G
?

SPEND YOUR HOLIDAYS IN THE NORTH!

2,000 miles off the beaten track.
An enchanting trip down the
Mighty Mackenzie River to the
Arctic Ocean.

Time required

ONE MONTH

Sailings from Waterways, Alberta, 16th June, 14th July, 11th August

Special tourist round trip ticket,
including meals and berth,
Waterways to Aklavik
and return

\$325.00

*For further information
apply*

**Mackenzie River
Transport**

Hudson's Bay Company
Waterways - - Alberta



OUR TEACHERS' HELPS DEPARTMENT



OUTLINES FOR JUNE

**Outlines for Grades I. to VII. Inclusive, by Courtesy of the
Calgary School Board**
Suggested Outline for Average Class

GRADE I.—

READING

As many supplementary readers as possible.
Review difficult lessons in Book I., Canadian Reader.
Secure fluent, expressive reading.
Have pupils bring reading material from home and read to class. Create audience situation and require the pupils reading to hold the interest of the class.

PHONICS

Rapid and accurate use of all phonic elements.
Phonetic spelling.

LANGUAGE

Oral Language Lessons—

The expression of THREE or more ideas on subjects concrete or abstract. Examples:—

- (1) My dog. What color is he? What is his name? What trick can he do?
- (2) The Snow. Tell what it looks like. From where does it come? Do you like it?
- (3) Dressing for School. What do you do to your face and hands? What must you do to your hair? Do you brush your teeth every morning?

Talks—

- (1) Weather.
- (2) Nature Study.
- (3) Health—Outdoor sports, picnics, swimming, etc.
- (4) Indian Life.

Pictures—Of Indians.

Stories—

Hiawatha Stories; any other suitable stories.

Written Work—

See Sheridan on "English," and Young & Memmott—"Methods in Elementary English."

MEMORIZATION

Selections from Hiawatha Primer; Bobby Shaftoe.

ARITHMETIC

Review all combinations and separations.

Secure accuracy and rapidity in column and horizontal additions to 50.

Varied applications in oral problems of pupils' number knowledge. Have pupils compose problems.

Written problems as a phase of silent reading (answer only required).

HYGIENE

General Cleanliness—

At home—help mother keep house and yard tidy. Cleaning muddy shoes, hanging up coats and caps, cleaning basin after washing (dark ring in bathtub).

At school—keeping desks, seatwork, floor, basement, yard and books clean and tidy.

General Suggestions—

- (1) Continual review is necessary.
- (2) Health Rhymes and Stories should be used wherever possible. Good material may be found in the Junior Red Cross Magazine. Splendid use may be made of dramatization.
- (3) For charts, posters, booklets and calendars see Course of Studies.

NATURE STUDY

Butterflies: First seen; what they are like; what they are doing. Return of flies and mosquitoes.

Continue observance of birds. A nature study stroll for class. Holidays, rest; compare with rest of trees, flowers, etc., in winter time.

Short nature stories to be read each month.

WRITING

Teach capitals: S, T, F.

GRADE II.—

HYGIENE

1st week: Safety First.

- (a) Crossing streets and railway tracks.
- (b) Danger from matches, hot ashes, bonfires and hanging wires.

2nd week: Care of Scratches, Cuts, Bruises and Burns.

3rd week: Social Hygiene—Keep good company; be fair in work and play; help others; be kind to animals.

4th week: Social Hygiene (continued). Be polite; help smaller children and old people; be cheerful and happy; read good books.

NATURE STUDY

Animals—

Buffalo, moose; black and brown bears.

Insects—

Development of butterfly or moth from caterpillar.

Birds—

Warblers, wrens, goldfinch, humming-bird, orioles, blue heron.

Plants—

Six wild flowers—roses, purple vetch, avens, harebell, tiger-lily, gaillardia (brown-eyed Susan).

Three scrap-books—(1) Birds, (2) Animals, (3) Plants—very interesting.

CITIZENSHIP

King's Birthday.—This month we look forward to holidays. Care of picnic grounds. Clear up papers, etc. Avoid fire. Dangers and waste of forest fires. Never camp or picnic on closed property without permission. When on holiday, note new and beautiful things so that those at home may be told about them. Take advantage of the sunshine. Help mother so that she may enjoy holiday. Obey all instructions so that you do not get lost or hurt.

Dominion Day Exercises.

SPELLING

May and June—

Use these two months for a final review of the words which have given difficulty.

Teach words needed for language work.

Suggestions: Names of birds, flowers, animals, seasons, days, months, holidays, numbers, words from the reader, parts of the body—as arm, finger, foot, etc.

LITERATURE

(a) Reading—

- (1) The Outdoor Circus.
- (2) Matilda Jane.
- (3) The Dandelion (prose).
- (4) Supplementary Reader.

(b) Literature and Memorization—

- (1) The Dandelion.
- (2) Review.

(c) Review—

Silent reading may be taken from Supplementary Readers, blackboard lessons or Canadian Reader.

GRADE III.—

LITERATURE

Silent—Library books.

Oral—The Peddler's Caravan; The Boy's Song; The Orchard (Two); The Sand Castle.

Story Telling—Wishing Wishes; The Princess and the Pea.

Memory—A Wake-Up Song; Review.

Dramatization—Own Selections.

CITIZENSHIP

(a) Fire prevention—picnics.

(b) Profitable use of holidays.

Nature Study—birds, insects, museums—reading, etc.

(c) Dominion Day.—Canada's birthday.

(d) Stories:

1. The Foolish Pine Tree.
2. Eugene Field.
3. The One-eyed Pheasant (Gould).
4. Atlanta (Conduct Stories by Gould).

OTHER SUBJECTS

Review.

GRADE IV.—

LITERATURE

Silent Reading—Grace Darling. Tent House.

Oral Reading—Devon Men. Baldur. The Hammer of Thor.

Literature—A Summer Storm. Children of the Empire.

Memory Work—The Colors of the Flag. Mr. Moon.

Story—Brier Rose.

Note: Review all work as often as possible.

CITIZENSHIP

King's birthday.

Self-reliance—in school, in after life.

Proper use of leisure—in home, in school.

Review.

HYGIENE

Social Hygiene—Keep good company; be fair in work and play; help others; be kind to animals; be polite; help older people; read good books; be cheerful and happy.

ALL OTHER SUBJECTS

Review.

GRADE V.—

PHYSIOLOGY AND HYGIENE

Foods and Review—

1. Habits in eating.
2. Menu planning.
3. Review of the year's work.

ALL OTHER SUBJECTS

Review.

GRADE VI.—

NATURE STUDY

1. One insect: Dragonfly, Bumble Bee, Wasp, Mosquito.
2. Two flowers: Violet, Rose, Buttercup, Dandelion, Buffalo Bean.

ARITHMETIC

May and June—Problems and Review.

N.B.—Pay careful attention to accuracy. Give frequent mental exercises.

GRADES VII. and VIII.—

Complete review.

Classroom Hints

GRADES II. AND III.—

COMPOSITION

(By Yeeles)

The puzzle has a special appeal to children. Try these for written composition in junior grades. The teacher makes up little stories and places them on the blackboard in jumbled order. The following are suggestive:

The Jumble Puzzle

If you write these jumbled words in the right order they will tell you a story. Try it.

I. out Billy crept Gopher hole his of.
was It day a sunny warm.
He spring thought it was.
all afternoon He about played.
fell snow the That night.
again is sleeping Now he.

II. A bed mouse curled was little up his in.
wood a pile of His home under was.
there cat He sure was get could not him the.
on Every night romp about would he pile old wood the.
snug place a it was What.

III. soon is coming Spring.
is warm To-day the sun.
The snow fast very melting is.
we ball Soon shall play.
south from the The birds will come.
happy with their songs will They make us.

IV. pretty dolly Molly had a.
outside left she it One day.
The it found dog.
her dolly Now arm no and head has one only.

GRADES V. AND VI.—

COMPOSITION

Riding on a Train.—Here is a topic which, while commonplace enough to our grown-up selves, may have all the glamor of the unknown for rural, and even city, children. Call for a show of hands from those who have ever travelled on a train; the chances are that most of your class have never done so, or at most have only had the experience very rarely. If that proves to be the case, they will be interested in a full description of train travelling given by the teacher or by the more fortunate comrade. The following topics may then be developed.

A Walk through the Train.—Start up at the front end—the baggage coach ("not allowed in there")—day coaches—smoker—dining car (peep in at the kitchen and see the cook at work)—pullman car—parlor car—rear observation deck.

The Day Coach.—Comfortable seats—reversible so that people can face each other and talk—racks for cases and parcels—hooks for coats—steam heat in pipes—wash-rooms, etc.—drinking water and paper cups.

The Sleeper.—Not so much different from day-coach till negro porter comes in—see him at work—takes down back-cushions from seats and makes them into a bed—goes to his linen store, brings out clean sheets, blankets and pillows—lets down the wooden thing overhead, which looks like a long flour bin—makes a bed up there too—draws a thick double curtain before each bed, and there you are! Porter makes twelve upper and twelve lower berths in his coach.

**MOYER'S FOR
QUALITY SCHOOL
SUPPLIES
OF ALL KINDS**

a Complete Stock

*Moyer's Pays Express
Mail or Freight
Charges*

CATALOGUE
FREE ON REQUEST

E.N. MOYER CO. LIMITED

EDMONTON

TORONTO • WINNIPEG • SASKATOON • EDMONTON

Parlor Car.—Comfortable arm chairs can be turned any way—radio head sets on walls—radio operator at his desk—cupboard with books and magazines—writing desk with stationery, etc.—sliding door leads out to the rear observation deck.

Jumbled Paragraphs

Arrange the following clauses and phrases so that they form a sensible paragraph. Look for the introductory sentence first.

No. 1

I thought it very dreadful;
these drew up at the station close by,
and hardly raised their heads
many other trains went by, some more slowly;
but the cows went on eating very quietly,
and sometimes made an awful whistle and groan
In the course of the day
before they stopped
as the black, dreadful things came puffing and groaning past.

No. 2

Beyond, the mountains rose up to gray peaks
His hut stood on a jutting cliff
Back of the hut grew tall pine trees,
exposed to sun and wind alike
there once lived an old man all alone.
and overlooking the beautiful valley below.
large and old, with thick, untrimmed branches.
that towered into the sky.
High on the Alps

No. 3

which was to stand in the centre of it.
He walked into the garden and told the servants
While the servants were preparing dinner,
for he had nothing to put in its place.
The statue broke into a number of pieces.
what had happened.
He said that he did not know what to do,
a man who was arranging the table.
Of course the man was greatly frightened and disturbed.
let fall a small marble statue,

No. 4

The avalanche would be upon him
in pursuit of a small band of chamois,
He glanced back, but retreat was impossible.
A young chamois hunter was once climbing a steep slope
when he heard a tremendous roaring
long before he could reach the foot of the slope.
sweeping down upon him.
far above his head.
He looked up and saw an avalanche

Paragraph Descriptions

A. The extraordinary-looking gentleman. First read the paragraph from "Treasure Valley" describing South-West Wind, Esquire. Read it slowly to the class, and have the pupils synthesize this curious little figure detail by detail. When you are sure that the description has registered as a vivid picture in their minds, tell them that they are to describe another extraordinary looking gentleman of entirely different type, namely: North-East Wind, Esquire. They are to give the idea of *chilliness* and *fierceness*, and they must refer to his nose, his eyes, his mustaches, his height and general figure, and his clothing.

B. A Night Scene. Read to the class from page 374 of the Fifth Reader, "All was uproar . . . over devoted Moscow." As before, read slowly and make sure that every detail of description gets home to the pupils. Then explain to them that they are to make just the opposite kind of picture, describing a lake view. They are to begin with the sentence: "All was silence and peace," and they are to tell about the water, the sky, clouds, trees, and lights in cottages.

C. "The room in which she stood was as slovenly as its keeper. The grimy plaster on the walls was bare, save for a cracked mirror over the sink. Two sealers stood on the mantel and gave shelter to angrily buzzing flies. On the floor was spread an ancient oilcloth rug long unaccustomed to broom or scrubbing brush, and in the open fireplace there was a cheerless pile of ashes."

Write a paragraph which will change the whole character of this room and give an opposite impression of the woman who lived in it.

D. "Just then a ripple of laughter came down the breeze, and round the corner of the road, heading for Nikko, came at full trot seven rikshas streaming out like a scarf of color; a dream of color—for each riksha contained a lady most

beautiful to behold under the splendor of her umbrella. They were a party of girls returning to Nikko after some sylvan freak, and they drew up as if by common consent to admire the azaleas."

Study this little extract with your class, and show how it gives exactly the right touches of delicate Japanese daintiness. See what they can make of (a) A procession of buggies coming along to Mrs. Brown's for the Ladies' Aid; or (b) A party of Mounted Police riding down the city street; or (c) A threshing outfit (engine, separator, racks and caboose) passing the school.

Vocabulary Exercises

Match the following words in pairs which express much the same meaning:

combine	crevice	detestable
aversion	discouraged	clemency
vision	hateful	crack
ensign	join	nutriment
food	cautious	profusion
plenty	pierce	discrete
revolt	discomfited	sight
watchfulness	puncture	booty
mutiny	vigilance	flag
ceaseless	plunder	mercy
dislike	incessant	

Match the following words in pairs of opposite meaning:

curtail	continuous	familiar
intermittent	pursuer	adorn
immense	esteem	imbecile
hesitate	affix	diminutive
frivolous	precede	prolong
resolve	impetus	insult
croon	roar	contempt
disfigure	prudence	detach
compliment	serious	check
sagacious	fugitive	strange
follow	temerity	

Match the following words in pairs which mean a whole thing and a part of it, e.g., sword—hilt.

fangs	legion	nape
foreground	mosque	chorister
palate	picture	mouth
rifle	star	arm
peak	breach	engine
corolla	lens	humerus
neck	soldier	constellation
dome	piston	snake
horse	flower	withers
church	nave	choir
camera	mountain	

A HERO OF HEALING

LOUIS PASTEUR

Every boy and every girl, too, admires a hero. I am going to tell you about a very great hero who saved thousands and thousands of lives besides rescuing hundreds of others from poverty and distress. It was his wonderful discoveries that did it. For you must know Louis Pasteur was a great explorer and made most important discoveries. He was not such a discoverer as Columbus or Jacques Cartier or Sir John Franklin, not at all. But he, too, explored and discovered a new world with many millions of inhabitants. He did not sail across seas to explore. His explorations were carried on in a poor, mean little laboratory which was put up for him to work in. Nor did he sail away in a ship. No, he just peered through his microscopes, into beer vats that wouldn't make beer, into silkworms that couldn't spin silk, and into the dead bodies of sheep and cattle dying from a terrible and mysterious disease. In the beer vats he found the wrong kind of yeasts at work and he told the distillers what was the matter. Then he told everybody within ear-shot, that the yeasts that made sugar-beets ferment were tiny invisible living creatures that ate up sugar and turned out alcohol.

It was not long after this that the silkworm farmers in Southern France were having all sorts of trouble. And they cried, "Pasteur, come and help us! We are in distress! If our silkworms all die and can't make any silk, what will we do? We don't know what's wrong with our silkworms." Pasteur said: "I know nothing about silkworms, I never even saw one. What help can I possibly give?" Then they cried: "No one else can. Come! Come! Come!"

THE "Highroads" Dictionary

Prepared for the use of young pupils, and its wide popularity shows how thoroughly it has met the need of such a dictionary. Its many outstanding features have done much to stimulate and improve word-study, spelling and correct English. It contains more than 30,000 words.

Price 50 cents

The
Nelson Classics



A selection of the world's greatest books . . . books that make the past live in glorious pageantry. Well bound, printed in large, clear type on good quality paper, they are of a size to slip easily into a pocket or a crowded schoolbag.

The series includes the following popular titles:

Defoe:
Robinson Crusoe.

Ballantyne:
Coral Island.

Bunyan:
Pilgrim's Progress.

Cooper:
The Deerslayer.

Dickens:
Christmas Carols.
David Copperfield.

Scott:
Ivanhoe.
Quentin Durward.

Stevenson:
Treasure Island.
Kidnapped.
Black Arrow.

Each Book 45 cents

Thomas Nelson & Sons
Limited TORONTO

EST. 1908

KRAFT'S

EST. 1908

DEPENDABLE FURS

We carry the finest quality Fur Coats and Neck-pieces obtainable anywhere, also have the best Fur Storage, Cleaning and Remodeling system in the West.

Kraft the Furrier Ltd.

222 Eighth Ave. West

'Phone M3995

Calgary, Alta.

Empress Hotel

CHAS. TRAUNWEISER, Prop.

217-219 6th Ave. W.

CALGARY
Alberta

F. R. PHILLIPS
Manager

A MODERATE
PRICED HOTEL
EUROPEAN PLAN
FIRST CLASS
GRILL

Comfortably furnished.
In the heart of the shopping and amusement district.



Velvet Ice Cream

in BRICKS, BULK, DIXIES

Delightful for all Social Events
Serve it and you please all
Special designs made to order

Visitors welcome to our new plant
2 to 4 p.m.

For appointments 'Phone 24424

THE
E. C. D. Company
LIMITED

EDMONTON

ALBERTA

"I saw your name in the A.T.A."

So to the South of France Pasteur with his microscopes and his helpers set out. He peered into the bodies of the dead silkworms. There he found tiny globules at work, and when the silk moths laid their eggs, the baby silkworms that hatched out were soon just as sick as their parents. Worse still all the silkworms that ate the leaves where the sick worms had crawled became quite as sick as the others. The silkworm farmers were in despair. Pasteur and his helpers worked and studied and thought ever so hard. By and by Pasteur said: "These little globules inside the worms are microbes. They are the murderers. They make the worms die. They get on the mulberry leaves when the sick worms crawl over them; they are so tiny no one in the world can see them. The sick worms must be destroyed. All the leaves they have touched must be destroyed. These tiny globules are living things, parasites, that feed on the poor worms into whose bodies they get. They pass into the eggs that the mother moth lays. They get on the leaves where the sick worms crawl, and there is no safety at all for the healthy ones. Get rid of these leaves and the sick worms, then there will be a chance for the well worms to keep well, and healthy baby worms will hatch out."

For six years Pasteur and his faithful helpers studied ways of making the silkworms healthier and better spinners, that would spin beautiful silk threads around their cocoons. So it was that again the silkworm farmers became prosperous and happy, thanks to Louis Pasteur's experiments and days and nights of hard study and deep thinking.

Again Pasteur came to the rescue of farmers whose cattle and sheep were dying of a horrible disease called anthrax. Now, Koch, a very clever German doctor had told the scientists that the blood of the sick animals turned black because it had in it heaps of tiny black rods floating about. These little rods seemed to grow and become a mass of dark tangled threads, and then death carried off the poor beasts. These little rods were alive, Koch said, they were microbes. They killed the farmers' sheep and cattle. Pasteur, you must understand, was not only a very skilful microbe hunter, but he had also a great imagination that gave him flashes of inspired ideas. Besides, Pasteur just loved helping poor people out of their troubles. Find some way he must to save the farmers' sheep and cows. He pondered—"Some of the sick cattle get better, I wonder can a beast have anthrax twice? I'll find out by an experiment," he said to Chamberland and Roux, his two helpers. So certain beasts that had been ill with anthrax and recovered, he injected under their skins with his needle a good dose of anthrax germs. Did they take the disease? Not a bit. They remained just as well as could be. "Now," said Pasteur, "this is what we'll do to save the cows and sheep from death. We will give them doses of weak anthrax germs. They'll be just a little sick and recover. Then they'll be immune from the disease and the farmers will be ever so glad." Pasteur found that it did work as he said it would. This, too, was a discovery that was a blessing to many and many a farmer. By and by, however, Pasteur came to see that his vaccine, as his weakened germs were called, did not always prove a cure, and later he had quite a bit of trouble about it. Still, very many cattle were saved, and you may be sure that the farmers to whom they belonged were very grateful indeed to the great Pasteur.

Pasteur was getting old now. For many years he had been quite lame. When in middle life he was terribly ill, and ever after one side was partly paralyzed. Now comes

the most heroic work of all his magnificently useful life. Search he would to find a cure or better a preventative of rabies.

Boys and girls now-a-days hardly ever hear of a mad dog. The disease called rabies went to the brain of a dog and caused this madness. A human being bitten by a mad dog took the disease, and no one bitten had ever been known to recover, and died suffering great agonies. Now, when he was old and crippled, with his two stout helpers, Roux and Chamberland, he spent years experimenting, risking their lives day by day trying to find the microbe that makes the madness, trying to invent a cure for the bite in human flesh. They worked day in and day out, never losing faith in their quest. Finally they did find a cure which stood the test when applied to dogs. "Would it prove successful in the case of a person whom a mad dog had bitten?" was now the question. When Pasteur was pondering how he would prove it, a woman from Alsace brought in her nine-year-old boy who had been badly bitten on the arm by a dog suffering from rabies. Would M. Pasteur save her child? See his arm! Pasteur called in a doctor friend to advise him. The doctor said: "Go ahead, the child will surely die if he is not treated." Every day for two weeks Pasteur injected under the child's skin the serum he and his helpers had prepared, to work this wonderful cure. The result was perfect. The disease made no headway. The boy and his mother went back to their home well and happy.

Swiftly the news spread all over Europe. Nineteen peasants from the forests of Russia, bitten by a mad wolf, some of them terribly mangled, came to be cured. Back to their peasant huts they went, well men. All the world was now praising Pasteur, the miracle man who made such wonderful discoveries, and worked such unheard of cures.

You children all drink pasteurized milk. Perhaps you did not know that this milk is named after the hero of whom I have been telling you. You must know that microbes are sometimes found in milk if the cows that give it are not in very good health. So milk is pasteurized. That is it is heated to a temperature that will kill microbes that may be in it, the tuberculosis germ especially. Then it is bottled and covered to keep it perfectly pure. In this way people who make a study of such things say that the lives of hundreds of children and babies are saved through this process of pasteurization. You all know prevention is better than cure.

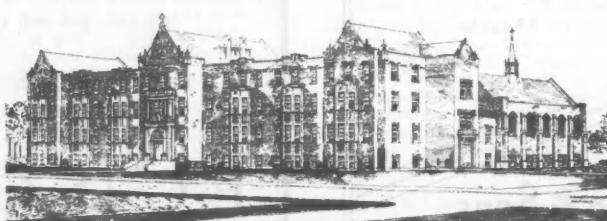
Louis Pasteur was a noble life-saver. On his seventieth birthday there was a great meeting in Paris to do him honor. Men and women from every land gathered together to praise him. Joseph Lister was there and spoke about the magnificent work of the great chemist, and what his discovery had meant to the suffering people sick with infectious diseases, and of the marvellous cures wrought because of the knowledge Pasteur had brought to surgeons and doctors in every land. Then Pasteur, right then and there on the platform before all the people, threw his arms about the noble Lister, embracing him. Pasteur was a world hero, bringing blessings to all mankind as a result of his life's work. To cure and to heal and to save from suffering gave him joy. And Madame Pasteur helped him every day in thoughtful self-forgetting ways to accomplish the work he set out to do.

He lived to be seventy-five years old, dying in 1895 in his little home with his loved ones around him. What a fruitful seventy-five years!

—R.J.C.

ST. JOSEPH'S UNIVERSITY COLLEGE

Just opposite the
Medical Building



An ideal Residence for
Teachers during the
Summer Months

THE BURSAR

Rates Reasonable

EDMONTON, ALTA.

JOINT SUMMER SESSION

Department of Education JULY 3rd to AUGUST 7th

1. Professional Courses leading to the **First Class Certificate**.
2. Advanced Courses in **Music** and **Physical Education**.
3. Beginners' Courses in **Foreign Languages**.
4. Courses for Teachers of **Children of Foreign Parentage**.
5. Courses in many of the subjects of the **Third and Fourth High School Years**.
6. Courses for Teachers specializing in **Primary Work**.
7. Special Courses in **English** including **Teaching English in High Schools, Composition and Grammar**.
8. Courses in **Voice Production** and **School Dramatics**.
9. Courses in **Psychology** and **School Administration**.
10. Courses in every phase of the teaching of **Art**.
11. Courses in **Reading, Geography, Arithmetic and History** of the Intermediate and Senior grades of the Elementary School.
12. A course in **Educational Measurement** including explanation and use of practically every type of **Achievement Test**.
13. A new course in **Oral English**.
14. A special arrangement for **High School Teachers of Art**.

Visiting Instructor

Mr. A. C. Leighton, R.B.A., a noted British Artist, will offer courses in Fine Art. Walter Phillips, A.R.C.A., says this of Mr. Leighton's work:

"I have always had a genuine admiration for this painter's superb draughtsmanship, the quality of his color and for his handling generally. I have coveted many of his sketches. Now I proudly confess that I own one. It will remain one of my most treasured possessions."

Write for Complete Announcement

THE DIRECTOR OF THE SUMMER SESSION
Department of Education
EDMONTON, ALTA.

UNIVERSITY OF ALBERTA

July 3rd to August 14th



The University will offer courses in the following subjects:

Chemistry 1, English 2, French 2, Political Economy 1, Chemistry 41, Ancient History 52 (Greek), English 52, History 54, Mathematics 42, Psychology 51, Psychology 55, Education 54, Philosophy 51 and 108.

Accommodation is available in the University residences

Further information may be obtained from

THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA

GRADE VI.—**ARITHMETIC****Set A2.**

Problems involving rules of fractions in Grade VI:

- Find the cost of 422 dozen eggs if 7½ dozen cost 96¢.

- If \$985½ buys 41½ acres, how many acres can I buy with \$166¼?
- If a man goes 10½ miles in 1½ hours, how far will he go in 3¾ hours?
- Find the cost of % of ¼ section of land at \$48½ an acre.
- If you take 2½ feet every step, how many steps do you take in covering % of a mile?
- A train has 240 miles to go. If it has gone 150 miles, find fraction of journey left.
- What numbers added to 27, 39, 14, 43 and 22 give 60?
- A barrel of pork equals 200 lbs. If you take 67% lbs. from a barrel ¾ full, what fraction is left?
- James had \$12½, Jane as much lacking \$1 13/15. Find total sum.

10. A steer, when killed and dressed weighs 13/16 of its live weight. Find the live weight of a steer which, when dressed, weighed 520 lbs.

Set B2.

- Find the number of cords in a pile of wood 900 feet by 16 feet by 12 feet.
- How many cubic yards of material would be taken in digging out a cellar which would be 20 7/10 feet long, 15 9/10 feet wide, 8 7/10 feet deep?
- If one ton of hay requires 52 cubic feet of space, find cost of hay in a barn 48 feet long, 36 feet wide, 12 feet high, at \$17 per ton.

4. How many bricks, each 9 inches by 4½ inches, will it take for a wall 75 feet long, 6 feet high, and 18 inches thick?

5. A bale of hay is 3 feet by 2 feet by 18 inches. A car 33 feet long, 8 feet wide, 6 feet high, requires 26,400 lbs. to fill it. Find weight of 1 bale.

6. Find number of cords of stone required to build a foundation 8 feet high and 2 feet thick, for a building 40 feet long and 30 feet wide.

7. A wheat bin is 16 feet by 12 feet by 8 feet. If a cubic foot holds 6½ gallons, find number of bushels in the bin.

8. Find the length of a coal bin which is 6 feet high and 4 feet wide, if it holds 10 tons. (1 ton occupies 30 cubic feet.)

9. Find the weight of water in tons in a tank 7½ feet long, 6 ½ feet wide, and 3 ½ feet deep, if 1 cubic foot weighs 1,000 ozs.

10. A rectangular excavation for a cellar is 40½ feet long, 20 feet 4 inches wide. If 203 ½ cubic yards of earth are removed, how deep is the cellar?

GRADE VIII.—**HYGIENE**

(By Request)

Community and Home Hygiene

What care should be taken around my home to prevent disease and sickness? These points (not placed in order of importance here) should be dealt with:

1. Have no stagnant water near the house; drain it away. If the nature of the site is such that you cannot keep the basement or immediate surroundings dry, the house should be moved.

2. Pit-toilets should be deep, located where they will not flood, and banked about sufficiently to keep flies out. They should have covers.

3. The well should be deep and well-situated. See your Text.

4. Slops, etc., should not be thrown around the back door. The time that is spent in swatting flies might better be spent in constructing a "trap" for kitchen swill at a distance from the house.

5. In the home the general rules for family health should be observed—proper storage of food, clean towels, segregation of the sick, controlled temperatures and plenty of pure air. Proper screening of doors and windows in summer.

6. A pride in the home surroundings and inside comfort is always an incentive to habits that make for health.

Boards of Health

What care must be taken by a rural municipality in the interests of health?

1. Its health officer must attend to all infectious or contagious ailments, enforcing quarantine, giving inoculation or vaccination where necessary to prevent epidemics. (May order fumigation of schools, halls, etc.)

Set C2.**(a) Finding a whole from a part.**

- ½ of a flock equals 75 sheep. Find the whole flock.
- 7/9 of a post is in water, and 8 ½ feet are in the air. Find the entire length.
- If 4/9 of the distance across Canada is 1,496 miles, find entire distance.
- After losing 4/9 of his sheep, a drover has 2,500 sheep left. Find entire flock.
- I lost ½ of my marbles on Monday, ¼ of the remainder on Tuesday, and 1/7 of what then remained on Wednesday. I then had 36 marbles left. Find my original number.
- A man who owned ¼ of a ship sold ⅓ for \$12,000. Find the value of the ship.

(b) Finding a part from a part.

- If ½ of a number is \$125, find 7/20 of it.
- 9/11 of the value of a boat is \$189. Find 5/7 of the value.
- 11/16 of the people at an exhibition number 2,000. Find 9/10 of the number of people.
- A man bequeathed \$37,000 to his family. He gave ¼ to his wife, ½ to his son, and divided the rest equally among 5 daughters. How much does each daughter get?

Set D2.**1. Express as vulgar fractions: 15%, 33 1/3%, 8 1/2%, 11 1/9%, 62 1/2%.****2. Find:**

- 37 1/2% of 576 books.
6 2/3% of 450 cows.
87 1/2% of 1,664 yards.

3. If 20% of a lot is \$125, find 35% of it.

4. I earn \$2,900 per annum. I spend 40% of it on board, 33 1/3% on clothes, 11 1/9% pleasure, 3% on fare. Find my savings per annum.

5. A man had \$10.75 and spent \$7.25. What % remained? A drover lost 20% of his flock, which was 80. Find entire flock.

7. Find the selling price of an article which cost \$75, and when sold gained 33 1/3%.

8. Find the cost price of an article which when sold for \$65, was a gain of 8 1/3%.

9. Find gain or loss % on a buggy bought for \$80 and sold for \$125.

10. I bought a quarter section of land for \$48 per acre. I sold the land for \$10,560. Find my gain %.

2. It must make special provision in case of such emergencies as the war-time influenza, when the local medical and nursing service is inadequate.

3. It must provide a hospital if there is sufficient need and if there is no other hospital sufficiently near.

4. It must provide medical care for destitute sick, and food, clothing, etc., for any within its area who are in need of such.

5. It may forbid the disposal of manure, refuse, etc., in a way that would be a nuisance to the public.

You would be well advised to interview either the secretary or the health officer of your local municipality re the make-up of its health board and its regulations. Tell them you are required by law to teach these things to your school.

The provincial board of health is the Ministry of Health under the Hon. Geo. Hoadley. Among other things, this office looks after the general efficiency of publicly supported hospitals, investigating charges of bad treatment; provides special buildings and service for unusual epidemics like the infantile paralysis of 1927; supervises the mental hospitals; issues bulletins, charts and other literature bearing on health preservation.

Government Inspection of Foods

A great many of the foods that we habitually use are prepared or handled far away from our homes, e.g., canned foods of all kinds; crated fruits; butcher's meat; cheese, creamery butter, jam and countless others. Bacteria, molds and other dangers lurk in foods that are carelessly handled and prepared. How is the buyer to know what care has been taken? Not many years ago the public had to take its chances; and the death rate from tuberculosis, ptomaine poisoning, diphtheria and other diseases was greatly increased because these things were carried in marketed foods. Evidently nobody could set the matter right by himself—so

the Government had to become the guardian of the people's food. How? By constantly inspecting the materials and the processes of handling, packing, selling, etc. The class should furnish the rest of the lesson, answering the question: What would you do to make sure that Alberta people buy only wholesome foods?

Milk.—Dairy businesses must be watched to see that their cows are free from tuberculosis (or the farm-herds from which they accept milk). Their machinery, bottles, etc., must be sterilized, and water supply pure.

Meat-packing.—The Government must see that carcasses are from healthy animals, properly slaughtered, cleaned, cooked and handled; that the sealing process is efficient (for there is death in a badly sealed can); and that the workers are healthy people. This last is necessary in all food-handling businesses, especially in those where food goes to the consumer without being sterilized by cooking. (Apple-packing, fresh meat marketing, berry-picking, etc.).

Supervision of other industries may be dealt with in a similar way.

We do not think that you are required to present the pupils formally with a large mass of fact on these topics, so much as to make them fully aware of the need for and existence of public bodies, laws and opinions which safeguard the health of the people.

GRADE VIII.—

GEOGRAPHY TEST

(Norway, Sweden, Denmark, Belgium, France and Holland)

1. The Scandinavian peninsula includes _____ and _____.
2. The Iberian peninsula includes _____ and _____.
3. The capital of France is _____.
4. The capital of Denmark is _____.
5. Oslo is the capital of _____.
6. The chief port of Sweden is _____.
7. The most northerly town in Europe is _____ in _____.
8. Scandinavia and Denmark are very different. Mention three differences.
9. The peninsular part of Denmark is called _____.
10. South of this is _____.
11. The _____ islands lie between Iceland and the Shetlands.
12. They belong to _____ and the chief occupation is _____.
13. Denmark exports _____, _____ and _____.
14. Denmark has one colony, _____.
15. _____ is independent but is under the Danish king.
16. Its capital is _____.
17. The chief mineral of Belgium is _____.
18. Belgium's chief port is _____.
19. Its capital is _____.
20. A holiday resort of Belgium is _____.
21. _____ was famous in the Great War.
22. Holland has no _____.
23. The _____ flows through Holland.
24. The greatest seaport of Holland is _____.
25. _____ is its capital.
26. Holland is celebrated for growing _____.
27. Belgium has been called the _____ because _____.
28. Belgium exports _____.
29. France occupies part of _____.
30. Three rivers of France are _____, _____ and _____.
31. Most of France has a _____ climate, except in the south where it has a _____ climate.
32. The south of France is called _____.
33. A town there is _____.
34. Six products of France are _____, _____, _____, _____, _____, and _____.
35. Copy, writing True or False after each.
 - (a) France is badly off for iron.
 - (b) More aluminum is produced in France than in any other country.
 - (c) The French are noted for fine workmanship.
 - (d) The greatest French seaport is Havre.
 - (e) France has a republican form of government.
 - (f) The harbors of Norway are open all winter.
 - (g) Silk is made from flax.
 - (h) The chief industry of Norway is fruit-raising.

—The N.S. Teachers' Bulletin.

GRADE IX.—

LITERATURE

THE BATTLE OF LAKE REGILLUS

Back at the beginning of our text we have two ballads. They are poems of rough, rollicking metre telling a simple, interesting story in a way that would appeal to simple people such as we found gathered in the hall of Cedric the Saxon back in our Fifth Reader. The ballads were recited or sung in the winter evenings, often by wandering minstrels, to entertain the family, the hirelings and any visitors. In Macaulay's poem we have the ballad in a different setting. It is supposed to be a song composed to be sung before the nobles and warriors of Rome, in honor of a great victory won many years before, and celebrated each year on the "Ides of Quintilis." We always regard people and events of Roman history as being very stately and full of dignity, so Macaulay tells this story not in jolly jingle like the Old English ballads, but in very regular sonorous verse, well becoming the exploits of heroes and gods. The contrast between the simple life literature and the classical literature should be made very clear, since it is the successful interweaving of the two that has in a large degree characterized the best of English literature.

Introduction—

The singer tells of the Knights riding in procession through the gaily decked streets of Rome on the Feast of Castor and Pollux. Stanza two sets forth the theme—how the twin gods came to the rescue of Rome. Stanza three sets forth the scene—now a peaceful farmland, once a battlefield. Stanza four gives the ring of truth to what follows—the hoofprints can still be seen.

The Herald from Latium—

His message shows that the Tarquins have stirred up the thirty cities of Latium to back them up in winning back the kingship of Rome, from which they had been driven out. This is part of the same episode as the story of Horatius; pupils will remember how, in that poem, the Tarquins had persuaded Lars Porsenna of Tusculum to aid them in conquering Rome. Was that before or after this attack? (The death of Sextus answers the question.)

Bring out very clearly the profound contempt in Aulus' reply. The jays are puny, noisy little birds—especially compared with the eagle. The carion kite feeds on filth—that is a slap at the villainous deeds of Sextus.

Aulus, the second Consul, is made dictator for six months, being the hardiest warrior of all. He places Aebutius Elva over the Knights, arranges the defence of the city, and leads forth the Roman army to the field.

The Armies Arrayed for Battle—

Stanzas ten to thirteen do not require very intensive study. Note, however, Macaulay's fine vigor of description and statement. How does he say that the Latines had sixty thousand men? How does he make the figure of Mamilius stand forth vividly? What glimpses of the Tarquins have we in this passage? At this stage it is helpful to begin making a diagram of the battle—not, of course, as a study in military science, but as an aid to the pupils in following the narrative clearly and with interest.

The Battle Itself—

1. The scene as a whole. What does one see? What does one hear?

2. On the left wing—Sextus and Herminius.

3. On the right wing—Aebutius kills Tubero and Flaccus, but Mamilius of Tusculum lays him low.

4. In the centre—Aulus makes for old Tarquinius and strikes him from his horse. But young Titus dismounts, strides the old man and defends him. All around him dismount too, and a terrific hand-to-hand melee follows in which the old king is rescued and carried away. The dead Valerius now becomes the prize until his body is buried under a mound of the slain and dying.

5. Mamilius having routed the Romans on their right comes to aid Titus at centre; and so Aulus sends in haste to Herminius to come and support him from the left.

6. Single combat between Mamilius and Herminius, both slain. Note the wonderful picture of terror and sorrow that Macaulay makes of the prince's horse racing back to Tusculum; and the contrast he makes between the dark-grey's behavior and Black Auster's.

7. Titus, Aulus and Auster.

The Twin Gods Appear at the Crucial Moment—

Just what is the plight of Aulus at this stage? All the other chiefs are slain—at least no more of them are men-

tioned. The enemy, with thirty standards representing as many cities, had still many leading men left, and a vastly greater force. Aulus and Rome were now in the deadliest peril. Note how Aulus addresses Black Auster: "Thou and I will have revenge"—as though they alone of the Roman nobility were left. (See also St. XXIV.)

Put yourself in his place, and then imagine the miraculous appearance at your side of this "princely pair" in gleaming white apparel upon splendid, white chargers; men noble and confident of mien, awaiting Aulus' word to advance.

The Victory—

The Twin Gods spur into the foe; Black Auster, though he rushes on like a rock down a mountain side, is left far behind. Among the many Latian chiefs slain in flight is Sextus, the first to turn his horse to the mountains. How the poet piles shame upon him! Pierced "in the back"—"wriggling in the dust"—like a worm beneath the wheel," the only one of the Tarquins who had not shown the spirit of a kingly breed.

The News Reaches Rome—

Notice the splendid pageantry of this closing scene. The huge masonry of the city wall, pierced with the round arch of the Eastern Gate. The old chiefs in armor, captains of the defence, sitting there with anxious eyes staring over the open country for the first sign of news from the battle; the townspeople thronging behind them and swarming upon the battlements of the wall. Out of the gathering twilight two warlike mounted figures bring greeting and tidings of victory. The frantic, cheering crowd sways back to let them in. Some mother, wife, or child will surely close round the two horsemen with clasp of welcome and tears of relief. Nobody moves! Does nobody know them? No, in all that throng of old people, women and children there is none that knows that armor, those white horses dabbled and smeared with blood, those serene, calm heroes who ride so leisurely, with such unearthly aloofness along the street, none daring to ask their names. Their action at the holy well proves they are not of Rome. Their vanishing before the door of Vesta proves they are not human. Who shall say what they are? Only the High Priest can speak of mysteries like this; the pale and trembling people turn to him—what does the High Pontiff know about this?

Review Questions—

1. What is the background of preceding events in this poem? What other poem has the same background?
2. Give an account of the part played by Aulus in this story.
3. Relate the events of the battle up to the advent of the Twin Gods.
4. Discover as many contrasts of behavior as you can in this poem.
5. Describe the coming of the battle news to Tusculum and to Rome.
6. How much do we see of Sextus in this story? Make your answer a brief paragraph beginning the night before the battle.
7. Show how the character of Sextus is blackened by contrast with his father, his young brother and Mamilius.
8. Describe, as if you were present on the city wall, the entrance of the Twin Gods into Rome.
9. Find the passage which you consider to contain the most vivid narration in the poem. (Stanza twenty-nine is probably the finest in this respect.)
10. What uses does Macaulay make of (a) internal rhyme; (b) repetition; (c) variation of metre?

Find examples of each of these.

Note to Question 10—

For internal rhyme see ll. 19, 187, 511, 531, 611, 751. The general use seems to be for rounding off a stirring speech, or for ending a dramatic incident.

For rhetorical repetition see stanzas XXI, XXVIII, XXIX, also compare stanzas XI and XXI.

For variation of metre a good example is XXIX, where the whirling speed of the dark-grey horse is imitated by the rush of the extra syllables: "But he ran like a whirlwind up the pass . . ." etc.

The poet has also an effective way of using his line endings. The general pattern is: (a) Three iambs plus extra unaccented syllable, (b) Three iambs, repeated *ad lib.* with even number verses rhymed. But quite frequently we find the odd number verse rounding out the defective last foot

into a complete iamb, which gives the poetry a very vigorous and martial sound. Just twice we find the even number verses running over into a defective fourth foot (see ll. 201-204 and 545-548) which gives a very tripping sound to the poetry. In both cases the poet is talking about young maidens, and uses the metrical device to imitate their light and graceful movement.

GRADE IX.—

LITERATURE

THE SEA IS HIS

Speaking as an Englishman and a 1914 volunteer, we say frankly that we do not like this poem. We do not like the theme, "God made the sea, and England looks after it for Him." We do not like the exclusive appropriation to England of the credit for the great feats of ocean exploration. We do not like the final intimation that England is going to make it her business to control the maritime policies of the world, even in the interests of liberty.

To explain what we mean. Firstly with respect to the fundamental idea that England is carrying out a divine commission in keeping the seas free, the facts do not all square with such a sanctimonious claim. We know, for example, that the English Navigation Laws were designed to give England a virtual monopoly of the ocean carrying trade, and that they worked very great hardship upon her American colonies and Ireland. We know that England forced the Dutch to close the Scheldt in order that London might have no rival as a North Sea port. We know that in the Great War crises England's maritime policy has been the very negation of freedom. We know that England has fortified the great trade routes of her empire, not to carry out any edict of the Almighty, but to safeguard her trade and the passage of her troops; and that she allows other nations the freedom of these routes because they are good customers and because it would be suicidal to try to do otherwise.

"The splendid captains who sailed . . . to chart the perils unknown," surely include Columbus, Magellan, De Gama, Prince Henry of Portugal, Cartier, Tasman, Nansen, Amundsen and many another who never sailed under the Union Jack. Indeed it would be almost fair to say that the equally "splendid captains" of England became interested only after someone else had found a good thing and begun to exploit it. Then the doctrine of "freedom of the seas" was a convenient justification for claiming a share.

Finally, we must dissent from the poet's declaration that England's mastery of the seas is for all time. The recent naval parleys show that Britain has substituted the word "parity" for "supremacy" in international conversations; wealth centres and population centres have shifted since the days of Nelson, and any attempt by Britain to police the world's waterways in competition with other great powers would only crush her already overburdened people beneath an intolerable load of expense. Britain's maritime policy will henceforth tend towards co-operative maintenance of sea law, and not towards supremacy over all rivals.

We honor old England for her achievements in war and peace, for the fine adventurous stock that she has planted in every continent, for the tradition of law-observance which everywhere follows her flag. Her past and present glories are beyond question or dispute, and the last thing they need is to be gilded with cant effusions about England helping out God with the management of the sea that He made.

. . . As a teacher's help this is awful, isn't it? But we set out to help you to reveal the beauties of this poem. "Beauty is truth, truth beauty," and when we were forced to say that the poem was not true, we could no longer consider it as beautiful. So we suggest the following lesson outline:

1. Read the poem.
2. Explain briefly that the poet was writing in the days of competitive nationalism with a background of British maritime supremacy extending from the Spanish Armada to the Great War.
3. Show how the old-style national patriotism was founded on prejudice. The poet's attitude is quite comparable to the Kaiser's famous references to "our good old Teuton God." Each nation assumed that it had a monopoly of Divine grace and favor.
4. Criticize the content of the poem as above. Present the true version, that England won an empire by hard fighting and adventurous exploration; and built a big navy to keep trespassers off. Nothing disgraceful about that, so long as we don't make up fanciful excuses and false explanations.
5. Show that the sentiment of "Britannia ruling the waves" is out of focus with present-day realities, and indicate a new international outlook.

The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION

Published on the First of Each Month

EXECUTIVE OF THE A.S.T.A., 1931-32

President.....	T. O. King, Raymond
First Vice-President.....	Dr. J. E. Lovering, Lethbridge

Second Vice-President.....	Dr. C. A. Staples, Stettler
Secretary-Treasurer.....	Mrs. A. H. Rogers, Fort Saskatchewan

ADDITIONAL MEMBERS OF THE EXECUTIVE

Mrs. W. O. York.....	Provost
C. E. Haynes.....	Parkland
P. V. Burgard.....	1520 16th Ave. W., Calgary
S. A. G. Barnes.....	10817 83rd Ave., Edmonton
B. F. Souch.....	Medicine Hat
F. E. Spooner.....	3833 6A St. W., Calgary

A. Larue, Splain S.D.....	Winterburn
W. H. Chappell, Jr.....	Blairmore
H. C. Wingate, Braeside S.D.....	Cayley
C. C. Reed, Eureka S.D.....	Tees
M. R. Holder, Vimy Ridge S.D.....	Stettler

The A.S.T. Magazine

EDITOR: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

SUBSCRIPTION: To School Trustees, \$1.00 per annum.

VOL. I.

EDMONTON, MAY, 1931

No. 3

NOTES BY THE WAY

Dr. C. A. Staples, Stettler, Second Vice-President of the A.S.T.A., addressed the April meeting of the Botha Women's Institute on Practical Education.

* * * * *

Mr. S. A. G. Barnes, of Edmonton, brought the greetings of the A.S.T.A. to the annual convention of the Alberta Teachers' Alliance, speaking at the evening meeting, April 8th.

* * * * *

Dr. J. E. Lovering, First Vice-President of the A.S.T.A., continues to improve in health and it is expected that he will contribute to the magazine before long.

* * * * *

Mr. A. L. Horton, of Vegreville, is a welcome contributor to our pages this month. Mr. Horton is now serving his twenty-fifth consecutive year on the Vegreville Public School Board, having been elected first in December, 1906, when the town school district was formed. He was also a valued member of the executive of the Alberta School Trustees' Association for some time. As the genial editor of the Vegreville *Observer* he is well known all over the country for his trenchant pen and his wit and whimsicality.

* * * * *

Mr. C. C. Reed, Eureka School District, Tees Post Office, whose letter appears in this issue, needs no introduction to trustees who have been attending the convention for the last few years. Mr. Reed's tall, spare figure, his snowy hair and resonant voice make him a familiar personage in many heated debates.

* * * * *

Grande Prairie Local Trustees' Association

Mr. M. R. Holder, Stettler, went to Grande Prairie on March 14th, to be present at the organization meeting of a local trustees' association. He reports an attendance of about ninety-five persons represent-

ing about thirty-eight school districts. Mr. B. T. Riley of Grande Prairie was elected President and Mr. Geo. W. T. Balmer, Box 39, Clairmont, was elected Secretary. It was agreed to have their organization a trustees' and ratepayers' association so that a ratepayer would be eligible to act as delegate if so appointed by the school board of his district. Each school district may send two delegates to the local convention. It was decided to divide the inspectorate into divisions with a director in each who would be responsible for letting the schools therein know the objects and aims of the association. The executive was given power to arrange these divisions and to appoint directors, which they did with the assistance of the inspector, Mr. D. J. W. Oke, who was present at the meeting.

The best wishes of the executive of the A.S.T.A. are extended to this new local association which has started off so well.

* * * * *

If you wish success in life, make perseverance your bosom friend, experience your wise counsellor, caution your elder brother and hope your guardian genius.

—Addison.

* * * * *

An Indian's Prayer

Oh, Powers that be, make me sufficient to mine own occasions. Teach me to know and to observe the rules of the game. Give me to mind mine own business at all times and to lose no opportunity of holding my tongue.

When it is appointed that I should suffer, let me take example from the well-bred beasts—go away quietly to suffer by myself.

Help me to win, if win I may, and this especially, if I may not win, make me a good loser. Amen.

—Author Unknown.

Addresses Delivered to the Annual Convention of the Alberta School Trustees' Association

EDUCATION AS A PREPARATION FOR CITIZENSHIP

ARCHBISHOP HENRY J. O'LEARY

I FEEL it an honor and a privilege to address the Executive and the members of the Alberta School Trustees' Association, and I offer you the expression of my sincere and cordial thanks. In you I see the duly elected representatives, in matters educational, of the parents and ratepayers of this province. You are assembled in convention to deliberate upon the ways and means of ameliorating educational conditions. You justly feel that upon you devolves the important care of the proper and adequate training of our future citizens.

It is not my intention to offer anything very new or startling for your consideration. I would like only to consider with you some of the old established principles. It seems to me that a proper understanding of these is very important in order that our trustees should better realize the importance of their functions and perform them more faithfully.

Primary Right and Duty in Education

One of the outstanding principles of solid philosophy is that the right and duty of educating the child belong primarily to its parents. As the parents are responsible for bringing the child into the world, so they are responsible for its education and its equipping for the battle of life. As this responsibility, under our present economy, cannot be met by the parents individually, it is in part handed over by them and by the ratepayers of the district to the duly elected board of trustees, who are designated to function for them and in their stead. I have said "in part," for they do not hand over the complete education of their children, but only that part which may be called "school training." The conduct of our schools, therefore, is in the hands of the board in trust for the parents and to be carried out in the parents' interests.

The Secondary Right and Duty in Education

The Government of a country, state or province elected by the citizens at large, without respect to the question as to whether they are parents or ratepayers, has also its responsibility in regard to education. The state, as this government may be called, elected as it is in democratic countries by the ballots of its citizens, has a duty and a right to see that such education is provided as will enable the children to become intelligent and efficient citizens. This is accomplished in various ways—for example, by regulating the standards of education, both for teachers and pupils, and making money grants to the various districts and educational institutions. It is self-evident that the higher are these standards exacted, in due conformity with the prevailing conditions, the better for the state, the welfare of which depends upon the intelligence and qualifications of its citizenship.

We must keep in mind, however, that the rights and duties of the state are based upon, and subordinate to, the rights and duties of the parents and ratepayers as represented by the board of trustees. Here we are at variance with the extreme or radical socialist. We must remember that the individual or parent does not exist for the state, as socialistic doctrine contends, but the state exists in the interest of the individual, whether citizen, parent or ratepayer. This clear and evident principle is of the deepest importance, and should serve as a constant and sure guide in many matters educational.

Socialistic Tendencies

During recent years, there has been, in some countries, a distinct tendency on the part of many to urge the state, putting forth various pleas of uniformity, more efficiency, better standardization, etc., to encroach upon the rights of trustees and parents. There is in this a movement towards socialism of an extreme type, which, carried to its logical conclusion, would end in a complete "monopoly of education by the state." This tendency has already been carried very far in inexperienced countries like Australia and New Zealand, and has completely reached its goal in Russia, where absolute monopoly exists.

Complete monopoly of education by the state brings about the total destruction of all true democracy, and is nothing else than the complete conscription of the children's intellects by the oligarchy or autocracy, which may for the time being have control. The rights of the parents and individuals are practically ignored. It is a far more radical measure than war-time conscription. The oligarchy controlling education soon becomes a political machine of tremendous power, dominating the intellects of the rising generation, and finally eliminating even the independence of the ballot.

For this reason, in Great Britain, with centuries of experience behind her, and in the United States and Canada, all encroachments of the state upon the sacred rights of parents and trustees have ever been bitterly fought. No country has held more strongly for local autonomy than Britain. The battle in its defense has been fought in the sacred name of liberty and democracy, which men love better and prize more dearly than life itself. Without hesitation and without reservation, therefore, I contend that the best safeguards of that liberty and democracy that we possess and love so well, are the sacrosanct rights of parents and trustees in the important matter of the education of our children. These primary rights should be preserved at any cost, and the difficulties confronting us must be solved without infringement upon them, if we and our fellow-citizens desire to live and die under a "government of the people for the people and by the people."

Most Important Duty

The first and most important right and duty of the trustees is the hiring of the teacher. In the school, the teacher takes the place of the child's parents. He stands "in loco parentis," and every good teacher will regard himself or herself in that light, and not merely as a state official. The trustees, to whom the parents and ratepayers confide the delicate and important task of engaging the teacher, should perform it with great care in order to establish as ideally as possible the essential relationships between the teacher, the children and the home. The trustees, living in the locality, understanding local conditions, should be more competent to perform faithfully this task than any outside body could ever hope to be. They are in a position to judge properly the qualities required in their teacher to satisfy the aspirations and even the idiosyncrasies of parents and ratepayers. For an outside body over whom parents or ratepayers have practically no control to impose unwished-for teachers upon them constitutes a dictation savouring of tyranny.

Character, an Essential in Teachers

To my mind, the first quality of a teacher is character. It is far more important than intellectual capacity—necessary as this latter may be. In regard to the necessary intellectual competence, the state sets its stamp of approval in the granting of its license or diploma. The state cannot surely claim competence to judge of sterling qualities, the sum of which constitutes character. True it is, that the state may act in a negative way by excluding from the profession those who are known to lead a life that is scandalous. The right and duty of the trustees should go much deeper than that. They should examine carefully into the positive qualities of the teacher and the principles that animate his life. This duty cannot be performed with too great a solicitude. The teacher is always a model and an example to the child whose youthful mind, like unto wax in the hands of an artist, can be moulded either into that which is beautiful or that which is hideous. Next to the parents, the teacher is the natural model. He or she becomes one of the objects of the child's ideals and aspirations. To the pupil the teacher is not merely a purveyor of intellectual information. The youthful student will naturally endeavor, insofar as he can, to copy the teacher's life and manners. Thus the teacher's influence upon the whole life of the child is important and lasting. From the teacher, the child imbibes ideals and principles that can hardly ever be effaced and which are bound to influence profoundly its future career. In this regard, I feel that I can appeal to your own experience. Is there any one amongst us who does not feel that life has been moulded in great measure by the teachers of early childhood? The future welfare, therefore, of the children requires that in the employment of the teacher, the trustees should place good character and sense of responsibility foremost amongst the necessary qualifications.

Modern Error

In my opinion, one of the most pernicious errors of modern times, prevailing especially in the newer and less experienced lands, is the one at the root of the policy which treats education as though it con-

sisted wholly or almost wholly in the imparting of intellectual knowledge. This idea is not only false but dangerous. True education means much more than that. To be adequate, education must include the training of every God-given faculty of the child. Intellectual instruction is only a part, an important part if you will, still only a part, of education. The intellect, the memory, the imagination, the will, not to speak of the physical faculties, all require training, and the most important part of education is not so much that of the intellect as that of the will. In the formation of the good citizen, intellectual instruction alone will never supply the deficiency of inadequate training of the will. On the contrary, the better instructed intellectually, if the will is perverted towards wrong, the more dangerous will that man be to his fellowmen and to society in general. The greatest criminals in the world today are the so-called educated criminals. Intellectual education should never be divorced from the training of the other faculties, and in particular from that of the will, according to the form of the eternal principles of right and wrong.

Educational Facilities Must be Provided

Another paramount duty of the trustees and of the district is to provide the best possible facilities for the education of the children. Today, more than at any other time in history, an education is necessary for success in the battle of life. The day has practically gone by in this country, when brawn and muscle unaided can make its way. A child without at least an elementary education is most seriously and most cruelly handicapped in the battle of life. It was with deep regret that I read recently in our daily papers that there was a danger of many of our schools closing their doors, owing to the financial depression. This, indeed, would be a calamity which must be averted at any cost. Our hearts naturally go out to the little ones attending such schools, and in their name I do not hesitate to appeal to you and to the Department never to permit this to happen. No matter how serious the financial depression, the very last thing that we should permit to take place in this province is the closing of our schools and thereby handicapping for life the future citizens upon whom the security and progress of this province depend. It may, perhaps, be in order for your convention to pass a resolution, refusing under any condition to permit or sanction the closing of any of our rural schools. To this end, let us one and all be ready to make every possible sacrifice, even to the mortgaging of our future credit.

True Patriotism Should be Taught

In our schools, I believe it should be the aim of our school boards and of our Department of Education, to form in the minds and hearts of our children a deep-rooted spirit of true patriotism, a patriotism that is sincere, broad and tolerant. From almost every land under the sun, people have come to us seeking liberty and happiness. Whilst carving out for themselves a foothold on the virgin soil of our vast prairies, they have brought with them their qualities of mind and heart, the hearts of pioneers. They come to our land, seeking not only the blessings of our wealth and resources; they come, too,

seeking liberty and democracy. Here, in Canada, they hope to find the truest liberty and the highest type of democracy. They must be brought together in the spirit of mutual love and confidence. They must, above all, learn to love Canada and to be proud of the name "Canadian." The school is, of all places, the locality where this union can best be accomplished. Every child, no matter what may be his racial origin, should leave our schools a Canadian, "a Canadian, first, last and always." Such an ideal can never be accomplished by means of coercion. It must be a labor of love. The children should be taught to be proud of our past history, of our present advancement, and of our future greatness. Our national holidays should be celebrated in poetry and song. The whole atmosphere of our schools should be one of devotion to our country and its ideals.

A Canadian poet has written of Canada:

"Her past shines clear and pleasant,
There is glory in her present,
And her future, like the crescent,
Lights the deepening skies of time;
And that sky will yet grow brighter,
If the worker and the writer,
Join in sacred bonds sublime.
While our nation's star shines o'er us,
Up the coming years we'll climb,
Earth's great even at its prime."

Surely no land on earth today has a better claim to the loyalty and love of her children than Canada. She is a land of boundless fertile fields, of glorious luxuriant forests, of inestimable riches of mine, of mountain and of sea, all of which beautiful nature has lavishly bestowed upon her. She is, moreover, a land of human dignity and liberty. Civilly and politically, all her citizens enjoy equal rights. All wield the same weapon of defense and conquest—the ballot, and the sole condition of possession is simply manhood.

Liberty Must be Preserved

This liberty should be preserved at any cost. It must not be cast aside or submerged under the specious plea of so-called efficiency, uniformity or standardization. From the earliest ages, man has looked upon liberty as life's best portion, the very sunshine of the world's happiness. This divine gift of liberty would seem to be the Creator's recognition of man's dignity.

The rising generation should be taught to place our sacred liberties above all material wealth, above even life itself, and to be ready to protect them at any cost. Just as the rocky hillside affords better protection for the grapevine and produces more fruit than the damp, moist valley, so will these sterling principles of love of liberty and individual rights produce a better and a happier citizenship than the fever-breeding valleys of statism, socialism and false philosophy. I regret to state that in some portions of our fair Dominion, the spirit of disloyalty in the form of so-called secession, has reared its ugly head. May not the lack of true loyalty in our schools be to blame, at least in part, for this? From our heart, we deprecate and condemn this sad disloyalty of so-called secessionists, whose love of country will not even withstand the small test of passing trials. Thank God, they are but few in Canada, and they are justly held up to the scornful pity of their fellow-citizens. Our country demands of the rising generation that

they be alive and palpitant with love, loyalty and interest on its behalf. Upon their public-spirited loyalty and devotion, more than upon anything else, will its future ultimately depend.

JUNIOR ACTIVITIES OF THE DEPARTMENT OF AGRICULTURE

G. S. BLACK, SUPERVISOR BOYS' AND GIRLS' CLUBS

There are in the province three distinct branches of activity which are engaged in promoting the welfare of our boys and girls on the farms and in the urban centres of Alberta. They are:

School Fairs
Live Stock Clubs
Summer Camps.

The largest and also the most active is the "School Fair." Nearly all are familiar with this organization and its objects, but not all realize the size and scope of this organization. From a few schools organized adjacent to the School of Agriculture at Olds in 1916, which received instruction in agricultural subjects from members of the staff at that school, we have an organization which last year held over 135 School Fairs. Each School Fair represents from 6 to 18 schools and each school has from 1 to 8 rooms. In all a total of 1,445 schools were represented at these Fairs. These children exhibited over 138,000 exhibits of their work.

Each child that wishes to plant a small garden of vegetable and flower seeds, upon request to the teacher, receives a small portion of such seeds as sweet peas, stocks, and asters, as well as corn, carrots, beets, cabbage and parsnips. By purchasing the necessary seeds in bulk a reduction of nearly half the cost is secured, and this item has now reached the cost of nearly \$6,000.

This is truly a remarkable growth in face of the fact that very many of our rural organizations such as the U.F.A. and Agricultural Societies are decreasing rather than increasing. That will give you some idea of the size of Alberta School Fairs. To go a little deeper into their construction and organization may be of interest as well.

School Fairs as I have stated are directly controlled by the Department of Agriculture through the Schools of Agriculture, of which we have four, namely: Olds, Raymond, Vermilion, and Claresholm. These schools are responsible for certain areas, roughly one-quarter of the province each, in which the School of Agriculture is located. In turn they work in co-operation with the Department of Education through their teachers, inspectors, etc., and the co-operation is excellent. It is worthy of much comment, because with only lukewarm enthusiasm by teacher or inspector this work is easily destroyed, and when you consider the many and varied responsibilities of the teacher the additional burden of School Fair Exhibits might not receive the attention so often necessary. In this connection many of the problems that arise in School Fairs can be directly traced to lack of attention by teachers unfamiliar with the aims and objects of this work. Again I must heartily commend the extreme good-will existing throughout the province between the members of these two departments.

The Schools of Agriculture close their terms approximately at the end of March, which leaves available a staff of young men and women who have been teaching agricultural and home economic sub-

jects and who now are free to organize and help at School Fair work.

When you realize the number of rooms that there are, it is readily seen that all cannot be visited each year, but by keeping records of the year previous those most deserving and most needing of help can be assisted. This work is carried on once the roads are fit to travel and continues until the Schools of Agriculture re-open in October. The work of sending out supplies, mounting cards, insect pins, entry tags, etc., is also done, and then the arranging of judging days in circuits at which competent judges are supplied. These judges include the school inspector, and in most cases two lady judges, for home economic work.

It is rather interesting to note that every two years a bulletin is issued, one to a family, covering all the activities of School Fairs, from preparation of the garden to the baking of bread, and from manual training to live stock. This bulletin, of which 50,000 copies were sent out last spring, has grown from a few pages to a volume of 100 pages in size. Here explicit instructions are given in the preparing, caring for, handling, arranging and showing of all the exhibits seen at a School Fair. In fact the organization and methods of clerical work are also fully described.

We have therefore tried to describe the method of operating School Fairs. Now for the Fair itself and what it leads to. The object behind all School Fairs is to instill in the young mind the importance of doing something well. Long have we heard the story of too much theory and not enough practical work. The School Fair exhibit is the practical application of a subject. Whether it be the drawing of a design, the baking of a cake, or the care and management of a calf or a pair of pigs, it is practical, hard work and doing it well merits a prize. Undoubtedly it brings into closer bonds the school and home, the teacher and the parent, but primarily it instills the satisfaction of attempting and actually doing something worthy of a prize by a judge who is an absolute stranger to the child. The spirit of clean cut competition, pupil with pupil, or school against school, serves to break down nationalities and creeds and assists in making better Canadians. Money prizes are offered but in all cases small ones, and the principal object is getting the greatest number of points, thus allowing the boy or girl the Scholarship Short Course of one week during the next summer, at one of the Schools of Agriculture, entirely free of charge. Here is the connecting link to our Schools of Agriculture. This one week Short Course crammed full of work and play instills the thoughts of the possibilities of a Full Course at one of these schools. This is a prize worthy of much effort by each boy and girl.

Naturally with organizations of this scale and size there will be districts with local problems of finance, even dishonesty, occasionally cropping up but the steady increase of School Fairs with an attendance of adults at two-day fairs of over 1,000 men and women shows a healthy realization of the good work being accomplished by this activity.

Live Stock Projects or Junior Farmers' Clubs

For a number of years we have had an increasing number of Boys' and Girls' Livestock Clubs. The principal one is the Swine Club which is now being followed by Beef, Dairy and Sheep Clubs throughout Alberta.

These Clubs have a two-fold objective: first, to increase the juniors' knowledge of Agriculture by careful instruction in caring for, feeding and marketing some kind of live stock; secondly, to improve the quality of live stock raised in Alberta.

These Clubs have only been possible where we have had the services of our field men or district agriculturists, therefore they have been limited in number. Some thirty Swine Clubs are in operation this year and these boys and girls each have raised three young pigs from weaning age to maturity, making a total of roughly some 600 members, handling over 1,500 head of live stock, marketing over \$30,000 worth of pork in Alberta. Through their efforts in correct feeding and care, 30% of these graded in the premium class, as compared with only 6% for the whole of the province.

Clubs upon being organized elect their officers and the routine of proper procedure in electing these is a good education in itself. Where finances prohibit the full purchase price being paid the education of signing a note in a bank and the responsibility of meeting the same on time are again, shall we say, the rudiments of good business. Needless to say, the whole success of live stock farming hinges on the ability to know the good animals and how to feed them.

A Central Competition is held each fall at which members of the various clubs who have won places of merit at their home club gather in a Provincial-wide Contest in stock judging. Four winners at this Contest are chosen as Alberta's best boy and girl live stock judges—two on the Canadian Pacific and two from the Canadian National lines. Both these teams are taken as guests of these railways to the Royal Winter Show at Toronto, Ontario, thereby receiving the opportunity of seeing the finest Agricultural Exhibits of Canada. When you consider that an animal winning even tenth place is merited as of exceptional worth, you realize the wonderful quality of all Agricultural Exhibits that are shown. The boys winning on the Canadian National lines enter into a Dominion-wide Competition and the champion live stock judging team here are acclaimed the Dominion champions. For the first time in history one province won both the swine and calf championships. This province was Alberta, and two teams of boys, Robert Wyllie and William Schmidt of Vegreville, and Borden and Vernon McNeight, Camrose, were the winners of two handsome trophies representing the Dominion Championships in Junior Live Stock Judging.

The outstanding difference between School Fair work and live stock work is in the amount of supervision. With junior clubs, attention must be given by the officer in charge of the organization until the year's work is complete to secure the maximum results, hence the limited number of clubs. Our field men are few and fairly widely scattered, the result being that districts with no supervisors do not benefit from these organizations. I draw your attention to this fact because we have very many more requests for clubs than we can possibly give proper supervision to.

In many ways the junior clubs will possibly show more results than our School Fairs on account of the size alone. In club work all the efforts of the boy or girl are devoted entirely to one project, thus we have careful work in every stage of the project—in the securing, feeding, management, training, showing,

and marketing of the animal. In the School Fair to secure the largest number of points you have to have the attention of the pupil on many activities—a possible weakness, if lack of thoroughness in their work occurs. Our large and final prizes in club work necessitate extreme carefulness in all points. For example, the number of members in a club, the number of pigs in a swine club, the quality of the individual animals, also the care and management, are all reflected in the score card used. We are possibly going to the extreme in the size of clubs necessary before they can go through to the final contest and we are open to criticism at this point.

While in Toronto with the winning teams of boys this year I had the privilege of attending a conference called by the Dominion Minister of Agriculture, "Nationalization of Club Work Throughout Canada." There, workers in junior work from all the provinces of the Dominion stressed what they considered the needs of farm youths in their districts. The result of this conference may have a far-reaching effect in our future developments. It was agreed that the education, agriculturally, of our youths was the biggest work of any government. Results have shown that it is an economical phase as well, even compared with district agriculture work amid the elder people of a community. The sales resistance is non-existent, whereas the youth approves of ideas which he proves to be sound. Against this we have the conservatism of age and lessening enthusiasm.

Recommendations of this committee so far show possibilities of future enlargements of club work in the following way:

The organization of clubs to be known as Junior Clubs. These clubs will elect their officers and embrace all the youth of a district. Under this club movement we shall have any project the club wishes with a membership of ten in each project. For example Viking may have a club having seed grain, potatoes, canning and dressmaking projects by the girls all from one young people's club. The financing of these clubs will be almost entirely paid by both Provincial and Dominion governments. This should have the power of developing better co-operation and fuller development of all the boys and girls who wish to advance along any line of progressive endeavor.

TRUSTEES, PLEASE NOTE!

Has your Board passed the small appropriation of \$1.00 for an annual subscription to the *A.S.T. Magazine*? If not, fill in the form on page 40. We have still a long way to go to reach our guarantee of 800 subscriptions, and to make this venture a success every Board should send in at least one subscription so that its members may keep in touch with matters of interest to the School Trustee. Support your own official magazine! Send in the coupon to the Editor, together with a remittance to cover.

"I do love King Robert the Bruce," exclaimed the child devoted to history, "he was such a dastardly man. There wasn't anything under heaven he didn't dast do."

* * * * *

"Pilgrims," said the thoughtful pupil, "means people that run about. In 1620 the pilgrims crossed the ocean and this was known as the pilgrims' progress."

"I Take My Pen in Hand"

By C. C. REED, Tees

Another Trustees' Convention has passed into the limbo of experience. It may be too soon to value the results to all concerned. Some facts can be stated in a fair way and a reasonable inventory made. The writer is not in any way trying to direct or curb the opinion of others. He is just expressing his own feeble views as an event of this kind has several values that should be brought into mind. In academic circles it is not considered good form to deal too closely with the "kopeks," nor to make any reference to such mundane values but to console ourselves with the fact that Johnny makes Grade VIII by the time he is fourteen years old.

The writer is not of that roseate turn of mind that can wheedle himself into believing "that which is, 'ain't'." These gatherings of ours cost no small sum in coin of the realm. If my memory is correct four hundred members registered. Railway fares pooled at \$11. This amounts to \$4,400. Board and bed make another \$4,200; district registration fees not less than \$900; incidentals not less than \$5.00 per person, makes \$2,000 more. Total \$11,500. To this add auditorium rent, executive expenses for November and February meetings, cost of janitor, music, reporter, secretary-treasurer and administration costs along with expenses of outside speakers, if any, expenses of fraternal delegates if sent to other provinces and some value on the time spent, and you will not fall much short of \$15,000. Some cash!

In the marts of trade it is *quid pro quo*? What are we getting for this outlay? Money, chalk or marbles? The business mind will answer, "Efficacy"; the academic in terms of grades, diplomas and degrees; the mediocre with a grunt and a snarl as he pays the bill. These attitudes are largely means to an end. The vital question is the "end." Determine this and then you have a definite fact from which to reason.

To the mind of the writer the term "citizen" or citizenship is gathering to itself a varied and an enlarged meaning in its application to human affairs. No longer does it suffice to be a citizen of the tribe, community, township, county, province. These are all of service in a small and ancient way and so will remain to the end of time. Today the demand is for an international, world citizenship. Before this result can be obtained many narrow and petty cultures must be overcome or enlarged. Every class, clique or clan is the product of a class, clique or clan culture. Character attitudes arising from fundamentals will remain. Ignorance is the bane of human welfare today. Not the ignorance of books or theories, but of self, and ignorance of conditions, aims, hopes and aspirations. Cultivate a love for truth, justice and fairness and much of the tragedy and horror of life will fall away like the ancient leaf.

In the building of the Trustees' Association it became necessary to unify two cultures—the Snob-Autocracy of the Urbanite and the Clod-Autocracy of the Rustic. For centuries this spume has been cultivated and used to destroy unity and to promote the dirty schemes of the shyster. The real objective of our Association is to promote those amenities that beautify and harmonize our richest possession, Canadian Citizenship. This is in the building now and at all times and can best be promoted by human

touch, sympathy and understanding. The urbanite is not slow in proclaiming his rights and interests. This springs out of his close-knit touch with both enemy and friend. This gave rise to the tribe and then the city state. This unit has largely cultured our citizenship to which the writer extends no hostile criticism. As the arts of peace extended beyond the city walls and ramparts, a vast new interest grew up with a new culture, that of the serf, the rustic, peasant, farmer, granger, and now by the grace of the academic, the Agronomist, with a big "A." These two cultures include about all that goes to make up the institutional life of today. The handicap of the farmer is not in his lack of ability to present his own interests but through his refusal to stand on his feet and think out loud. Now, as in the past, our needs and wants must be vocalized, not so much written about by the swivel-chair farmer but voiced before the public by the dirt artist. The granger is more aware of this fact today than ever before. We of the Trustees' Association may justly pride ourselves that we are doing our bit to knit a better and more harmonious citizenship in this broad land of ours.

On the questions that arise in the conventions the writer has attended there is the usual diversity of opinion in the minds of those who address themselves to the many questions that are discussed. So far but little or no cultural rancor has been manifested. This may grow out of the arrangement into sections according to the interests presented. The writer is of the opinion that the urban section has a far better knowledge of rural interests and problems than the rural section has of many of the urban sections, and the writer wishes to suggest, not in the way of adverse criticism, but as an improvement, that one of the outstanding issues of the present be more fully presented before the whole house, that is the question of high school accommodation. The idea is not that it should be settled by the rural vote but that a better understanding of the value of high school training may be gathered by the public mind and if possible a more just way of sustaining the costs may be devised.

Another question that should be brought before the public is taxation. In the writer's opinion this should be approached through a house or executive committee. We are constantly being urged to adopt this, that or the other for our educational benefit. Of course each in turn is all good and just the thing needed to enlighten the benighted agronomist. In promoting these various alleged remedies their advocates are prone to give but few facts. They appear to think that if the proposition is worthy in their minds, that is all that it is necessary for others to know.

Upon looking over these vaporings, the writer feels sure that they should evanesce at this point.

Thank God every morning you rise that you have something to do that day which must be done whether you like it or not. Being forced to work and forced to do your best will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content and a hundred other virtues which the idle never know.

—Charles Kingsley.

Rural Secondary Education

The Editor, Trustees' Section,
A.T.A. Magazine:

The much-heralded new *School Act* becomes law on July 1st of this year. It is indeed vastly different from what we had hoped for in view of the controversy over the now defunct Baker Bill. Friends of education, those with no ax to grind, no personal ends to serve, cannot help but regret that the Baker Bill, in a modified form, was not deemed acceptable by the Government. The new consolidated and amended *School Act* is an improvement in numerous respects over the old Act, but it falls far short of anticipations.

For this unfortunate fiasco, the Trustees' Association is probably more to blame than anyone else. The hostile reception given the Baker Bill at the Lethbridge convention revealed only too plainly that the rural trustees in particular were not inclined to yield one jot or tittle of their alleged rights and powers in favor of a comprehensive scheme of education which might have laid the foundation of a system worth while. Of course, the Baker Bill was altogether too comprehensive, but it could have been regarded as the expression of a pious hope and by considerable modification have been made applicable to present conditions.

In the new Act every controversial feature of the Baker Bill has been skilfully omitted. Taken by and large, the new Act is a rather faithful copy of the old Act, which itself perpetuates the Territorial Ordinance.

It would be most unfair to find fault with Hon. Mr. Baker, the officials of the Department of Education, or the Government. Public bodies cannot travel very much in advance of public opinion. Therefore, if the Trustees' Association, in convention at Lethbridge, represented public opinion (which I am strongly inclined to doubt), the Minister was quite justified in being extremely wary in presenting any *School Act* radically different from the existing Act, such as the deceased Baker Bill.

However, what I am mainly concerned in is the lack of adequate provision for secondary education of rural pupils in town and city schools. The *School Acts*, old and new, are ridiculously out of line with present-day costs and requirements. It is true that certain cities and towns, of which I may mention Edmonton, Red Deer and Vegreville, charge what is euphoniously called a "tuition fee" in addition to the statutory fees set forth in subsections 3 to 9 in section 202 of the new Act, but the "tuition fee" is certainly lacking in legal warrant, except such as may be found in ss. 1 and 2, s. 131. But even after fees are imposed, they have still to be collected—no easy job either. Of course, suit may be entered and judgment obtained against defaulting rural districts, but even when that is done, the money is just about as far away as ever. Then, too, school boards are notoriously averse to taking legal proceedings against other school boards, particularly those in the rural districts immediately adjacent to the towns and cities.

Referring for a moment to the rural high schools, I have no hesitation in saying that the "policy" of establishing these has been a failure. Note that I am not saying that the rural high schools

do not pass their pupils, for so far as I know, they have fair success that way. But the policy itself is a failure, otherwise there would certainly be more than fifteen of these rural high schools in existence in Alberta, after a ten-year trial. A successful rural high school policy would eliminate the 240 rural non-resident high school pupils in the Edmonton schools. Vegreville would dispense with fifty of the same; other cities and towns would be relieved of a considerable burden in high school costs. Therefore, I claim that the policy (not necessarily the immediate results from any individual rural high school) is not a success. There are many reasons why rural high schools are not the solution of our problems in secondary education, but I will not attempt to present them now.

To my mind, the establishment of "educational centres" along the lines advocated so ably by Dr. Staples of Stettler, and (if I may modestly say so), by myself at various times is the real solution of Alberta's secondary education problem. Such centres, taking in pupils from specified areas (or even unspecified areas for that matter), receiving adequate fees from the rural municipal districts within the areas, with school buildings and accommodation sufficient to cover the academic, the technical and the commercial courses, and staffed by experienced teachers, each a specialist in his or her department, would undoubtedly go a long way in the right direction. Hon. Mr. Baker knows this; Dr. Ross knows it; Chief Inspector Gorman knows it better than any one else.

Well, then, why cannot we have such centres? I might interpolate here, in a casual way, that Dr. Staples and I came to the same conclusion in almost precisely the same form of expression, without either one knowing that the other was considering the matter at all, in other words, without collusion. Now, it is conceivable that Dr. Staples might be wrong; it is even more likely that I might be wrong; but it is impossible for both of us, in agreement, to be wrong.

How is that for an expression of profound self-confidence?

Sooner or later, the Government must come to it and arrange for larger administrative areas, especially for secondary education. The areas set forth in the Baker Bill were altogether too large. It is far better to start off with areas already possessed and build up from them, these areas being the rural municipal districts.

Leaving the rural school districts and rural school boards precisely as they are in dealing with education from Grades I to VIII, I would like to see the cost of Grades IX, X, XI and XII, borne by the rural municipal districts through a blanket tax imposed for that purpose on the municipalities. In the long run, such a tax would work out 100% equitably. The town and city districts would have just one responsible public body to deal with—the rural municipal council—rather than with twenty to thirty rural school boards; there would be no difficulty in arranging payment of just and fair fees for the pupils from each rural municipal district; and these pupils would receive their due in whatever form of secondary education, academic, technical or commercial, they desired.

Now, none of these proposals is impossible; on the contrary, a little permissive legislation incorporated both in *The School Act* and in *The Municipal District Act* (or whatever it may be called), would enable certain centres to try it anyway. I believe it would work surprisingly well, even though it has to be admitted that some of the rural municipal councils are hard-boiled and might protest vigorously. The thing to do then, of course, is to just leave them out of consideration altogether and let them work out their own salvation in secondary education. A few years of that would bring them into line in a hurry, or perhaps give an added impetus to the rural high schools to which the Minister of Education seems to be wedded.

Yours, etc.,

A. L. Horton.

SUBSCRIPTION FORM

The A. S. T. Magazine

Enclosed herewith is sum of Dollars,
to cover items marked.

(Please send Money Order or add Exchange on Cheque)

Annual Subscription
The A.S.T. Magazine
\$1.00

Annual Membership
Fee The A.S.T.A.
Cities, \$25.00; Towns,
\$10.00; Consolidated,
\$5.00; Villages, \$3.00;
Rural, \$2.00.

NAME

ADDRESS

To: Mrs. A. H. Rogers,
Fort Saskatchewan, Alta.

Signature.....

Address.....



Permanents



All Methods from
\$7.50

You only have to see how Paris — cher the hat on the back of the head to know that a permanent is necessary for present style.

COUGHLIN'S
The Capitol
Beauty Parlors

EDMONTON

Dorothy Gray Cosmetics
Ogilvie Sisters' Scalp Treatment

Trudel Fur Manufacturing Limited

Cold Storage for Furs

Trudel
"The
Buffalo
King"



1907
1011 10th Avenue
EDMONTON
Canada

How Determined Women Can Become Independent

Young Lady, Are You Getting Ahead?

Or are you merely eking out an existence? It has been said that the test of ——— is your ability to accumulate money—not an immense fortune, but to live within your means and ——— amount regularly and systematically. To do ——— requires courage and develops perseverance and stability. It is true that money is not everything and should be secondary to ——— great many other things. But, money places within your reach the possibility of acquiring the grander things of life. To be able to accumulate a few hundred or a thousand dollars gives you poise and confidence and rids your mind of that nervous feeling that is caused by being slightly behind financially.

There is only one absolutely sure way to accumulate money and that is to take a small portion of your monthly salary and put it aside by some guaranteed, systematic, regular method, and then get along on the balance. Take this monthly portion out of your salary before you even have to disburse the balance, and if you have the courage to take out of your salary \$7.65 a month, you will have \$1,000 accumulated in ten years—120 months.

\$7.65 Per Month for \$1,000 in Ten Years

You Will Receive \$100 for Every \$91.80 You Accumulate

\$4.83 Per Month for \$1,000 in Fifteen Years

You Will Receive \$100 for Every \$86.94 You Accumulate

\$3.47 Per Month for \$1,000 in Twenty Years

You Will Receive \$100 for Every \$83.28 You Accumulate

These Bonds can be purchased for any term of years you wish. For instance, the monthly payment for a Twelve-Year Bond is only \$6.25; for a Fourteen-Year Bond, \$5.25; for a Seventeen-Year Bond, \$4.20, and for a Nineteen-Year Bond, \$3.68.

If your death occurs while purchasing this Bond, the Paid-up ——— or ——— cash, whichever is preferred, ——— be paid over to whomever you designate. An ordinary method of saving will give your estate the ——— you would have had with 5% interest. You ——— immediately worth \$1,000, \$2,000, etc., ——— as soon as you ——— this method of ——— saving money.

"Fear nurses ——— danger;
And resolution kills it at the birth."
— PHILLIPS.

SEND IN THE COUPON



"Success depends not so much upon the opportunity without as upon the determination within."

The Commercial Life, Edmonton, Alberta

I AM

Name
Address

"I saw your ——— in the A.T.A."

Into the EAST by Historic Waterways

WHY not enjoy your trip East to the full by breaking your rail journey with a stretch on the blue waters of Superior and Huron?

Special trains run to Port Arthur, where you board the S.S. "Noronic" or the "Hamonic" or "Huronic"—giant liners all—and meet your ship at Sarnia for points East.



Two or three days on inland water are restful and filled with enjoyment. Your ship passes through the famous "Soo" locks en route. Luxurious staterooms and wonderful meals.

Any Canadian National or Canadian Pacific Railway Ticket Agent in the West can sell through tickets at attractive Summer Tourist rates, routed either through Duluth or Port Arthur. The routing via Duluth adds two hundred miles to the delightful water journey.

C. B. Crossley . . . C. P. R. P. A., Edmonton
F. A. McCambridge . . . D. P. & P. A., Calgary
E. Crawford . . . C. P. A. . . . Winnipeg

NORTHERN NAVIGATION DIVISION

CANADA STEAMSHIP LINES

GEO. H.

